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This curriculum guide offers suggestions and guidelines for teaching adults reading, writing, spelling, and arithmetic, together with vocational skills, basic citizenship and social studies, and other skills and attitudes to help disadvantaged adults live and function more successfully. Specific subject matter, desired skills and concepts, and teaching procedures are indicated for three achievement levels: beginning (grades 0-3; intermediate (4-6); and junior high (7-9). Provisions for student recruitment, counseling, and evaluation, and for teaching English to the foreign born, are also suggested. Bibliographies of instructional materials and professional reading are included. (ly)

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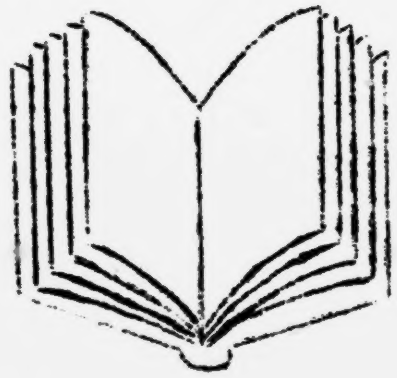
Curriculum Guide

adult basic education



Ypsilanti Public Schools
January, 1969

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CURRICULUM GUIDE

for

ADULT BASIC EDUCATION

Written by

Jessie Sibilsky

Ypsilanti Public Schools

Ypsilanti, Michigan

January, 1969

Adult Basic Education is funded by the Elementary and Secondary Act Amendments, P.L. 89-750, Adult Education Act of 1966, Michigan State Aid, and the Ypsilanti School District.

INTRODUCTION

The curriculum guide has been developed by a teacher, for adult basic education teachers. The first section is designed to familiariz teachers with the scope and nature of adult basic education. Teaching illiterate and undereducated adults is complex and challenging. It involves more than preparing and teaching specific lessons. Teaching in the adult program involves counseling, recognizing students' needs, developing students' skills and understandings, evaluating students and judging the learning which should take place. The teacher is in the best position to influence adult students' personal growth and development. Therefore, a teacher's success depends upon understandin how adults learn, how to recognize their needs, and how to fulfill these needs.

The content is intended to provide suggestions and guidelines to insure successful instruction in reading, writing, spelling and arithmetic. The basic subjects are enriched through instruction in social living. While acquiring reading, writing and arithmetic skills, adult students also learn vocational skills and develop attitudes which enable them to live and function more successfully.

Subject matter and content has been divided into three levels of achievement: (1) beginning level, grades 0-3, (2) intermediate level, grades 4-6, and (3) junior high school level, grades 7-9. The instructional sections of the guide include skills and concepts which should be taught at each level, and teaching procedures which will present lessons in a practical, meaningful manner. Teachers must supplement this curriculum and adapt lessons and teaching procedures for their students.

Curriculum content, subject matter and skill lessons have been developed at a practical level, designed to relate to needs, interests and goals of adult learners. Emphasis in the entire guide is placed on the relationship between academic subjects and daily living.

ACKNOWLEDGMENTS

Special thanks must be given to the following:

Raymond Kingston, Director of Special Projects. Since the beginning of adult basic education in Ypsilanti, Pete has consistently supplied leadership, interest and understanding, which has stimulated the growth of the program in this community.

Marion Erickson, Special Education Consultant for the Ypsilanti Public Schools. Last spring, Marion developed guidelines for evaluating ABE in Ypsilanti and devised a checklist to determine attitudes, academic progress and educational needs of the adult students. I am most grateful for her guidance and assistance.

The Adult Basic Education teachers in Ypsilanti who have demonstrated certain techniques which are included in the curriculum guide. In particular, Iona Shea adapted materials from the Peabody Language Kit for teaching the foreign-born. Joan Liang perfected grouping techniques to successfully teach a class of adults having a very wide range of abilities. James Starks, teacher aide, has demonstrated the necessity of "caring" for the adult students, which appears to be the most essential part of the educational program.

The Adult Basic Education students in Ypsilanti who have provided the guidelines for this curriculum. My experience teaching these adults prompted me to share some of the things I've learned from and about them. Through trial and error instruction, the students permitted me to experiment and test the teaching procedures and lessons included in this guide.

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PHILOSOPHY

During the past few years increased attention has been focused on illiterate adults in our society. The public is becoming aware of the necessity of providing illiterate adults with an education which will enable them to live more comfortably in our highly specialized, mechanized society. Educators are fortunate that the public is aware of the need for basic adult education, for we now have the support and cooperation to provide special classrooms and learning experiences for adult citizens who have failed to secure an education.

The needs of the basic adult student are the same as other students; to be with people, to learn new skills, to secure answers to perplexing questions, to become more curious about the world in which we live, to get ahead socially and economically, to gain recognition and appraisal, to develop a sense of worth and importance. The adult education teacher must strive to fulfill the needs of these students. To do this he must be sincerely interested in undereducated adults, enjoy being with them, be ever aware of their feelings and emotions, be willing to provide the very best training and experiences for them, and be prepared to give as much individual attention as possible. When planning programs for these students, and when working with them, the teacher must keep in mind the end goal of education--that of changing behavior, so he can provide situations which will enhance the lives of the students, develop self concepts, and develop academic and social skills which will make them secure so they can live the best life possible.

The classroom atmosphere must be relaxed and friendly. Students must develop at their own maximum rate, according to needs, interests and abilities. Such an atmosphere will help students develop socially, emotionally and mentally. Classroom experiences must be as meaningful and functional as possible.

The basic adult education teacher is a very important person for he has the opportunity to use his ingenuity, time and energy to help guide and prepare deserving citizens for a happy, more successful life to which they most certainly are entitled.

ADULTS AS LEARNERS

Individual differences are of great importance in adult education. Within each class is a wide range of age and ability.

1. The ability to learn, and not the rate of learning is significant. Older persons tend to be slower than younger individuals. This does not mean intelligence has lessened. Generally adults want to learn subject matter more thoroughly than younger students, and are not competing with the group.
2. Each student must have a sense of accomplishment and success. Teachers must show each student he can learn; point out success in tasks he can readily master. It is advisable to prepare challenging lessons, but not to the extent of frustrating students.
3. Adults bring many experiences to school. Make use of the adult's stored knowledge. Show the relationship between past experiences and new things to be learned.
4. Reinforce and reward learning. Adults need to experience success. Minimize mistakes. Emphasize positive factors only. Tangible rewards such as printed certificates serve as a stimulus for continuing education.
5. Adult interests motivate learning. Interest in books, people, and acquiring basic academic skills is the backbone of adult education. Develop present adult interests and help them acquire new interests.
6. Strengthen healthy attitudes and change negative, weak attitudes Generally, undereducated adults have suffered defeat, failure and frustration; their values and expectations have been shaped by these unfavorable experiences. Help each one develop a healthy self-concept; emphasize personal strengths and positive experiences. As a person begins to develop a favorable concept of himself, his attitudes, values, and ideas become more positive. Acquisition of new skills further nurtures development of a good self-concept.

ADULT BASIC EDUCATION

Adult Basic Education (ABE) is an educational program for individuals, 18 years and older, who have less than a ninth grade education, and for foreign persons who want to learn English as a second language. The program is designed to help students acquire skills in the basic academic subjects of reading, writing, spelling and arithmetic, and to develop social skills which will enable the adults to function more successfully in society. Emphasis is placed on the practical aspects of learning.

ABE students are generally individuals who are employed as semi-skilled or unskilled laborers or are employed in a service capacity. Most are unable to take advantage of vocational retraining. Many are parents; in some cases their children have academically surpassed them. The adult students are confused about credit plans, loans, and banking procedures. They have been cheated because of their ignorance. It is understandable the adults are shy, lack confidence in themselves, and feel like second class citizens.

RECRUITMENT OF ADULT STUDENTS

Administrators, counselors and teachers serve as recruiters by contacting local agencies which have direct contact with prospective adult students. Such agencies include the Bureau of Social Aid, Urban Renewal, churches, Employment Security Commission, Family Service, Office of Economic Opportunity, local unions, and Senior Citizens. Flyers describing ABE can be distributed to elementary school children for their parents, to local business establishments, and organizations. Advertisements may appear in the local newspapers and on radio stations. Employers, social workers, and counselors refer students for ABE. Administrators and counselors must make personal contacts with new students, whether by phone or through home visits.

The adult students themselves serve as the best recruiters. If a student is pleased with his class, likes the teacher, and feels he is learning, he will tell friends and accompany them to school. This "word of mouth" system has most successfully increased ABE enrollment in local programs. Always keep in mind that students are the "public relations staff" in the adult program. The satisfied customers are the best salesmen of the program.

COUNSELING ADULT STUDENTS

The primary objective of counseling is to help the adult student develop personally. The teacher, with guidance from a counselor, is in the best position to assist with this development. A student develops through classroom experiences and his relationship with the teacher and classmates. The teacher plans the classroom experiences and rewards the pupil; these lead to changed behavior. The teacher accepts the student for what he is, makes him feel worthwhile, understands his motives and values, and provides emotional support for him.

As rapport is established between the student and teacher, a feeling of closeness develops. The pupil doesn't feel threatened. He learns he can talk to the teacher about matters which concern him; he realizes he will not be rejected by the teacher. He gradually looses defense mechanisms which have been a part of him for years. At this point a student may ask for help, help with all sorts of problems ranging from budgeting or financing a new car to making arrangements for a babysitter so he can attend class regularly. The teacher avoids solving problems for him, but helps him help himself.

Counseling adult students is human relations. It is a combination of interest, tact, common sense and understanding. Counseling is imperative in the adult program. We as teachers, are serving the students. The students are giving us a second chance. School failed them once. Through counseling, good teaching and understanding we need not fail them again.

INITIAL CONTACT WITH STUDENTS

The first class session is the most crucial one for adults. Students recall previous school failures. They are fearful and may distrust the teacher. Appear warm and friendly; show respect for the new student by calling him "Mr". Speak slowly; avoid pressuring him. Encourage him to tell you why he enrolled in school, what learning basic subject matter and acquiring reading skills will mean to him. Get acquainted with the student; learn where he's employed and lives. Ask about his family. Accept the student; try to make him feel welcome and accepted by the class members. Mention what the next class session will entail; he must look forward to coming to school again.

PUPIL EVALUATION

Each ABE program must have a systematic way of evaluating student progress and development. Several methods of evaluating pupils will be discussed: (1) indicator tests for grade level placement, (2) achievement tests, (3) anecdotal records, (4) checklists, and (5) teacher-pupil evaluations.

1. Placement Tests:

The "Locator Test", published by the California Test Bureau or one prepared by the teacher may be administered before or during the first class session to determine initial placement of students, according to grade and achievement levels. These short tests give some indication of a student's academic ability. However, some considerations must be taken into account. Adults are generally frightened by the word "test". They have experienced test failures before. Is it necessary to repeat these experiences during the first class session?

It appears a skilled, experienced teacher can best place pupils in particular skill-level groups. Merely chatting with a new student for a few minutes can provide some indication of his academic performance. A comment such as, "I dropped out in about 2nd or 3rd grade cause I couldn't learn nothing" provides clues for group placement. In addition, the first class session for a new student should be relaxing and informal. He should be able to sit in class and observe the teacher and students. He may be given several reading texts at various levels, to "look through". Adults generally select materials which are suitable for their level; they know themselves better than anyone else. It is characteristic for most to select books which are a little too easy. This is fine; they need to experience success first to develop self confidence. At a later date they will study more difficult materials.

2. Achievement Tests:

The "California Achievement Tests", "Iowa Tests of Basic Skills", "Metropolitan and Stanford Achievement Tests", and others such as "Tests of Adult Basic Education", published by the California Test Bureau and "ABLE" (Adult Basic Learning Examination), published by Harcourt, Brace and World, Inc., which are prepared for adults only, can be systematically administered to students. Generally pre and post tests are given to determine skill gains during a period of time. The scores serve as a basis for comparing achievement levels at the initiation and completion of the school program. Test scores should indicate what progress each has made and where specific help is needed.

The same problems which may arise with a placement test may arise with achievement tests. Fear of failure rates highest among reasons for not wanting to take a test. A student needn't see his score to know he has done poorly on a test. He'll use defenses again, saying he forgot his glasses, has a headache and can't read the print. If a test is announced in advance, attendance may be poor that evening.

Pre and post scores for the class as a whole, may indicate little academic progress, in terms of skill level achievement, despite a year of instruction. This doesn't really mean adult students have made little or no progress. A fear of tests may frighten some so that their academic performance is not at its best during the test. A disparity exists between the test results and student progress. An achievement test doesn't measure attitude and behavior changes, and social progress. Consider the negative aspects of testing carefully if testing seems to be the only measure of achievement.

3. Anecdotal Records:

When a student enrolls, complete a registration card for him and add it to his cumulative folder, which should be kept in the teacher's file cabinet. A sample registration card is on the following page.

Name______________________________Date___________Birthdate____________

Address____

Date Enrolled___________________Teacher_______________________________

School__________________________Class Preferred_______________________

Pupil's Occupation______________Place of Employment___________________

Pupil's reasons for enrolling in class________________________________

____

TO BE COMPLETED BY THE TEACHER:

Teacher's goals for pupil____

____

Comments or observations____

Pupil's health____

Specific health problems____

Approximate reading level____

Approximate arithmetic level____

School last attended__________Grade level attained____________________

Teachers should periodically record behavior changes, records of counseling sessions, pupil's attendance, materials used by the student, test scores, samples of his school work, and pertinent information which will assist in guiding the student.

Anecdotal records must be objective. They may be in narrative form or checklist form, or a combination of both. A sample of a narrative anecdotal record follows. This record includes counseling sessions only, as the pupil's academic progress is noted on a separate form, a checklist.

Student: Lorane T.

Date: 8/19/67 Lorane asked if I could help her get a new pair of eye glasses. Says she cannot study as much as she'd like because she gets headaches. Doesn't have money for glasses now.

Date: 8/28/67 Made arrangements through the Lion's Club. Took her to Dr.___ for an eye examination. Glasses will arrive within a week. Dr. said she definitely needed a new lens prescription.

Date: 11/1/67 Asked for help getting a birth certificate from Tennessee so she could file for Social Security. Helped her write a letter for it.

Date:12/10/67 Asked for help calling Greyhound lines for information about bus schedules.

Date: 4/1/68 Phoned for assistance filing her income tax-first time she has filed. Explained the form to her.

4. Evaluation Checklists:

Checklists may be developed to determine attitudes, academic progress, and educational needs of the adult students. To maintain interest and provide an educational program of a service nature, teachers must learn if the adults are acquiring skills and knowledge which is beneficial to them for daily living and employment and if they are learning what they want to know. An evaluation checklist has been developed for adult students in Ypsilanti.* It was administered during the spring; comments helped determine strengths and weaknesses of the instructional program, and provided guidelines for the fall semester. Non-readers may be interviewed by a teacher's aide or classmate; readers should complete the evaluation themselves.

Date____________

1. What do you hope to learn in school?
2. Are you learning this? yes_____no_____
3. How can the teacher give you more help?
4. How important is it for you to read and write better?
   very_____, a little_____, not at all_____
5. What things can you do now that you couldn't do before starting school?
6. Were there times when you were expected to be able to read and could not do so?
   at work_____, at home_____, when traveling_____
   in church or the community_____
7. How did you handle this?
8. How does your family feel about you going to school?
9. How did they feel about you before starting school?
10. Do your friends know you are going to school? yes_____no_____
11. How do they feel about this?

---

* The checklist was developed by Marion Erickson, a Special Education Consultant for the Ypsilanti Public Schools, and by Jessie Sibilsky, May 1968.

12. Are you in any activities (in church or the community) now that you weren't in before starting school? yes_____no_____
If yes, what activities?

13. When you finish school what activities might you take part in?

Employment:

1. Where do you work?________What kind of work do you do?________

2. Does your boss know you are in school? yes_____no_____

3. If so, how does he feel about you going to school?

4. Is school helping you with your work? yes_____no_____
How?

5. Were you ever refused a job because you didn't have enough education? yes_____no_____ Which job?_____________________________

6. Do you have any problems at work because you haven't enough education? yes_____no_____ What kind of problems?____________

7. Can you advance in your work without more education? yes__no__

8. Can you advance in your work with more education? yes__no__

9. What things must you learn to advance in your work?

In what areas do you feel a need for additional skills?

	much more	some	a little	not at all	
1. Helping my children with school work					
2. Reading and writing letters					
3. Using telephone book & dictionary					
4. Reading newspapers					
5. Filling out forms					
6. Figuring paychecks					
7. Understanding money terms					
8. Writing checks					

	much more	some	a little	not at all	
9. Budgeting my money					
10. Getting information about opportunities for myself					
11. Knowing where to get information about:					
loans, banking, income tax, soc. security					
employment, unemployment benefits					
medicare-dental services					
car, house payments					
emergency care					
legal advice					
12. Understanding what is heard:					
at meetings					
at school					
on the telephone					
at business places					

Evaluation Checklists (to be completed by the teacher: *

Sample checklists (on following pages) at three achievement levels, provide a rapid way a teacher may evaluate student progress. The checklists should be completed periodically; add to the student's cumulative folder. The checklist will serve as a guide for determining student progress over a period of time and for noting specific areas which require additional study.

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* The checklists were developed by Marion Erickson for use with special education students. The lists have been adapted and changed somewhat to determine adult student progress.

PUPIL EVALUATION CHECKLIST, Beginning to 3rd grade level:

Name____Date_________

School___________________________ Teacher____________________________

	Above Average	Satis-factory	Has Improved	Needs t Improv
Reading Readiness:				
1. Recognizes letters of alphabet.				
2. Reproduces letter sounds.				
3. Uses context clues.				
4. Recognizes differences in letter and word forms.				
5. Moves eyes from left to right across page.				
6. Hear likenesses and differences in sounds of letters and words.				
7. Follows verbal directions.				
8. Recognizes rhyming sounds in words.				
9. Recognizes initial consonant sounds of words.				
10. Recognizes final consonant sounds of words.				
Language:				
1. Is a good listener.				
2. Expresses ideas clearly.				
3. Prints neatly.				
Attitudes and Habits:				
1. Cooperates with class.				
2. Uses time well.				
3. Relaxed in school.				
4. Is confident about himself.				
5. School attendance				

Check Vocabulary Difficulties:

Pronunciation__________

Beginnings omitted_____

Endings omitted_______

Reversals______________

Words confused_________

Sounds added___________

Sounds omitted_________

Picture clues__________

Beginning to 3rd grade level continued:

	Above Average	Satis- factory	Has Improved	Needs to Improve
Arithmetic:				
1. Counts and associates number meanings with number symbols to 10___, 20___, 50___, 100___.				
2. Reads and writes numerals 1 - 100.				
3. Recognizes one-to-one correspondence.				
4. Makes change for $1.00 and less.				
5. Knows basic number combinations for: addition__________ subtraction_______ multiplication____ division__________				
6. Tells time by hour and half hour.				
7. Uses measurement units of inch and foot.				
8. Uses liquid measurement of pint and quart.				
9. Is accurate in his work.				
PUPIL EVALUATION CHECKLIST, intermediate level, grades 4 - 6:				
Reading Skills:				
1. Recognizes vowels and consonants in words.				
2. Knows differences between long and short vowel sounds.				
3. Recognizes consonant blends.				
4. Uses prefixes and suffixes.				
5. Identifies new words when s, ing, ed, or er are added.				
6. Sees familiar parts of unfamiliar words (cat and log in catalog).				

Intermediate level, grades 4 - 6 continued:

	Above Average	Satisfactory	Has Improved	Needs to Improve
7. Interprets pictures which accompany written text.				
8. Determines main idea of a selection.				
9. Retells a selection in proper sequence.				
Skills and Abilities:				
1. Reads with some degree of comprehension.				
2. Reads to answer questions.				
3. Reads to follow directions.				
4. Alphabetizes words.				
5. Understands and uses marks of punctuation.				
6. Reads with expression.				
7. Uses dictionary and telephone directory.				
8. Can classify information.				
Arithmetic:				
1. Knows basic processes of addition__________ subtraction________ multiplication______ division___________				
2. Understands simple fractions and uses in daily experiences (½ dollar, ¼ lb.)				
3. Understands basic measurement.				
4. Tells time by quarter hour and in minutes.				
5. Understands simple graphs and charts.				
6. Is accurate in his work.				
Language Arts:				
1. Is a good listener.				
2. Contributes to class discussions.				
3. Expresses ideas in writing and orally.				

PUPIL EVALUATION CHECKLIST, Junior high level, grades 7 - 9:

	Above Average	Satisfactory	Has Improved	Needs to Improve
Reading:				
1. Comprehends the meaning of what is read.				
2. Has a good sight vocabulary.				
3. Uses word attack skills: phonics ________ prefixes ________ suffixes ________ context clues ________				
4. What does student read outside of class? ________				
English Grammar:				
1. Has a fair command of the English language.				
2. Generally uses: verb tenses correctly singular and plural words				
3. Makes an effort to increase oral vocabulary and uses new words with some skill.				
4. Vocabulary difficulties: ________				
Spelling:				
1. Spells Dolch Basic Sight Words correctly.				
2. Reproduces letter sounds accurately as a spelling guide.				
3. Uses a dictionary for spelling words.				
Writing:				
1. Cursive writing is clear and legible. Writes with reasonable speed.				
2. Uses punctuation and capital letters regularly.				
3. Develops sentences and paragraphs correctly.				
4. Uses writing for practical daily needs: letter writing, completing forms, etc.				

Junior high level, grades 7 - 9 continued:

	Above Average	Satisfactory	Has Improved	Needs to Improve
Arithmetic:				
1. Adds columns with carrying.				
2. Subtracts with borrowing.				
3. Uses decimal point correctly in all processes.				
4. Multiplies and divides accurately.				
5. Understands fractions and their application to everyday problems.				
6. Understands measures of length, liquids, weight and their application to everyday problems.				
7. Understands use of percentage, particularly in estimating interest, etc.				
Attitudes and Habits:				
1. Cooperates with class.				
2. Studies independently.				
3. Sees practical application of what he's learned to daily living.				
4. Uses time well.				
5. Wants to continue his education at the high school level.				
6. School attendance				

5. Teacher - Pupil Evaluations:

Periodically during the year, students should be rewarded with evaluation cards. These cards provide a printed means of showing students and their family how well they're doing in school. Adults anticipate marking periods like grade school youngsters. Teachers should remember the card should motivate students to continue in school. It is not to force them into doing better. Stimulate pupils with high grades and favorable comments. Emphasize the positive to diminish the negative.

Sample Student Progress Card:

Student's Name Lorena T. Date

Subject	Letter Grade	Very Good	Fair	Has Improved
Reading	A	✓		✓
Spelling	B	✓		✓
Arithmetic	B+	✓		✓
Writing	A	✓		✓

COMMENTS:
You are doing so well in school. Keep up the good work.

Teacher M. Smith

Students evaluate teachers continuously, although we may not always be aware of this. Listen to students when they talk to you or their classmates. "I have a better feeling about myself since I started school." "Can read a little now. Couldn't do any reading when I first came." "At home my two daughters in junior high don't think their dad is so stupid anymore. They ask me questions about homework and we study together. Never before have I spent as much time with my kids as I do now since starting school,"* reported a happy student/father. Each comment is an evaluation of the teacher.

During class periods a teacher is silently evaluated. A sleepy student is telling us school is not meeting his needs. It is not helping him learn. An adult student dropout may give a fictitious reason for quitting the adult school; despite his excuse, he's usually saying school has failed him again, for the last time now - he won't return.

Listen and watch for students' evaluations. Heed their comments. We are teaching for them, not for ourselves.

---

*Extracted from evaluation forms completed by adult students in ABE in Ypsilanti, 1967.

SPECIFIC OBJECTIVES

This curriculum for adult basic education is designed to cover two major objectives: (1) development of skills in the basic tool subjects, (2) development of social skills, attitudes, appreciations and opportunities for individual growth. To accomplish these goals the content of the experiences must be meaningful and related to significant needs, interests and goals of the learner. Students must actively participate in class activities.

Generally learning experiences will be limited to some form of vicarious experience. Reading is a common approach to vicarious experience; an extensive use of the library, magazines and books will aid in reading development. Reading experiences can be enriched through field trips and a wide variety of visual aids. Listening, a closely related learning experience, can be enhanced through records, tape recordings, guest speakers, television and radio broadcasts.

Grouping adult students intelligently will provide the teacher with an opportunity to develop several different approaches to meet needs of small groups of students with specific learning abilities or disabilities. Grouping provides students with time to work with students of similar rates of learning, greater interraction between one another, and a chance to become better acquainted with members of one group. The teacher should keep in mind that groups are flexible and that certain times during each session the entire class should work as one group.

Language development and communication are essential parts of the curriculum. The adult student must develop a good speaking vocabulary so he can communicate easily and effectively. To do this he must speak in complete sentences and have a knowledge of the meanings of words. To develop vocabulary and language, provide experiences and situations which will give the student words and topics of interest. Field trips, films, group discussions, and special projects are suggested methods of providing language and communication experiences. He must also learn to write so he can use this skill as another means of communication.

The basic concepts of mathematics must be taught so the pupil can understand numbers and become familiar with mathematical reasoning which he can apply to daily life situations.

TEACHING METHODS AND TECHNIQUES

Class Scheduling

Regardless of the length of a class session, time must be divided into several different parts: (1) review main points from previous lessons, (2) group instruction, (3) individual instruction, (4) completing exercises which reinforce concepts learned in new lessons, (5) class discussions, (6) a group coffee break or social time which fosters development of social skills and conversation.

Group Instruction

Present a new lesson in such a way the total group can understand, but make allowances for individual differences. Avoid lecturing. Rather, illustrate the subject matter with a variety of visual aids. Encourage student participation; they may use the chalkboard, operate the slide projector, locate specific points on a map, read aloud, play a tape or record.

Individual Instruction

This time enables a teacher to help each student at his own learning rate. The teacher should listen while the pupil reads, provide instruction in areas which are difficult for him, correct written assignments, and visit with the student.

Group Activities

Group activities can be valuable learning experiences. Encourage group discussions which clarify ideas, develop attitudes and stimulate thinking. One person should not monopolize the conversation. Concepts can be clarified by demonstrations and class projects. Role playing provides practice for real situations which may be encountered, and fosters group problem solving.

Field trips are group curricular activities which: (1) assist with development of social skills, (2) introduce students to their community, (3) illustrate wise use of leisure time, (4) develop language and vocabulary, and (5) acquaint students with community services available for them. Suggested field trips include:

Public Library
Henry Ford Museum
City Parks & Nature Centers (Kensington)
Movie Theaters
Greenfield Village
Ypsilanti Press
City Council Meetings
Lectures & Concerts
Shopping Centers
Art Galleries
Capitol Building
Sports Events

Visiting local business firms can be upgrading; students see jobs, vocational preparation required, and can learn if a high school diploma or GED equivalency certificate is necessary. Guest speakers who are representatives of local business concerns and employment agencies should visit classes to answer questions.

Social Gatherings and Coffee Breaks

A certain length of time should be set aside during each class session for socialization purposes. Pupils learn to informally visit with classmates and the teacher. They learn the teacher values their conversation by listening to them. In addition, this group social time helps students learn social graces and table manners. Making the coffee area attractive with seasonal decorations helps students see how they may make their homes more attractive.

Social gatherings need not be limited to the classroom. As a culminating activity for a unit of study or a holiday or end of the school year treat, have lunch at a local restaurant. Other suggestions include potluck dinners, family picnics, group bowling and holiday parties. Students make use of acquired social graces and manners at such functions.

READING

Adult students acquire reading skills in three stages: (1) initially learning to read for protection, (2) secondly reading for information, and (3) lastly reading for pleasure. Learning to read is difficult and takes time, patience and energy. During each reading lesson, an adult student must realize he has learned one new reading concept or skill which will assist him with reading. To insure successful experiences, teach each reading concept well, one at a time. Make certain the pupil understands the concept and uses it.

Foster interest in reading by varying lessons and providing reading materials which appeal to adults. Magazines should be available for students to take home. Although the printed matter may be too difficult, the pictures will provide reading experiences. Appropriate magazines for adults include: Life, Look, Ebony, Post, Negro Digest, Reader's Digest, Redbook, Ladies Home Journal, McCalls, Sports Illustrated, Family Circle and Time. The entire class should spend some time weekly reading the high-interest, low-reading level newspaper, News For You, published weekly for basic education classes. If students cannot read the words, they can follow while the teacher reads, paying attention to discussions concerning the news events. Following TV news broadcasts will enable nonreaders to discuss current news topics.

Display several large calendars in the classroom. Call attention to the calendars; have pupils regularly locate the day and date. Time should be provided for pupils to browse through books, magazines and pictures on a table accessible to the class. Change the materials periodically.

READING READINESS

1. Recognize similarities and differences in symbols and letters.

   Provide worksheets which require pupils to indicate which item, symbol or letter on the page differs from the others.

2. Identify letters and sounds.

   Locate pictures which appeal to adults. They identify objects and name the letter sound. Prepare worksheets which require matching objects with letter sounds (initial, middle, final consonants).

   Pupils should learn to clearly reproduce letter sounds. Practice with a Language Master or tape recorder.

3. Recognize likes and differences in sounds of words.

   Recite a list of words slowly and clearly-bell, fall, tell, hill. Which have a similar sound? Different? Have pupils prepare their own word list and repeat the exercise.

   For visual recognition, list words on board. Which have similar sounds? Why? Which letters are common to each? Which letter is different?
   bell
   fell
   tell
   well

   Ask pupils to add initial letters to parts of words on the board. How is the sound changed?

all	ill
fall	hill
tall	fill
call	will

4. Learn the mechanics of reading.

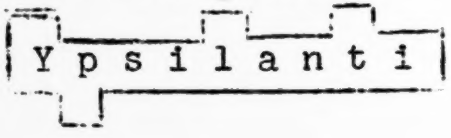
   Pupils should practice left to right eye movement by moving their eyes and finger from left to right across a printed page. Reinforce with blackboard exercises. Always use a pointer or hand to direct attention from left to right.

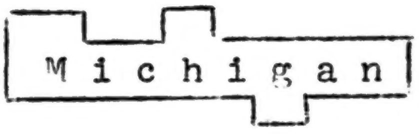
5. Interpret pictures which accompany a printed text.

   Pictures are a key to understanding what is written at a readiness level. What does the picture represent? What is the mood of the character? Select newspaper and magazine pictures for pupils to describe the probable story which accompanies the picture.

6. Use configuration as a word attack skill.

   Illustrate how the outline or shape of a word provides clues for word recognition.





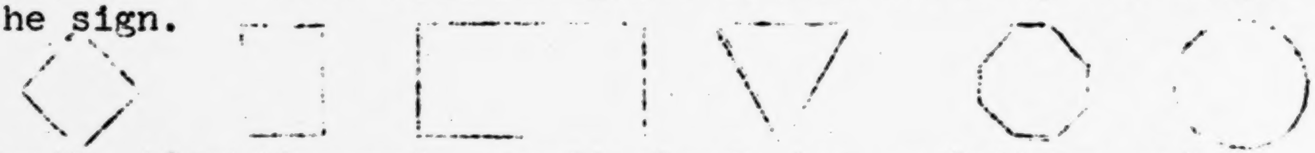
READING - BEGINNING LEVEL, GRADES 0 - 3

1. Attach meaning to printed words.

Pupil should recognize his own name. Print his name on his books. Prepare worksheets which enable him to practice printing his name. Omit letters for him to complete. Make certain he prints his name on all worksheets.

J o h n   S m i t h
J _ h n   S m _ t h
_ o h _   S _ _ t h
J _ _ _   _ m i _ _
_ _ _ _   _ _ _ _ _

Show copies of protective signs to students. These may be secured from the Dennison Crepe Paper Company or the local driver' bureau. Most will recognize common words by the shape of the sign.



Pupils identify words, spell aloud, trace letters and reproduce on paper. Later present words in isolation, without the sign shape.

2. Develop a sight vocabulary.

The Dolch 220 Basic Sight Words may serve as a guide for preparing flash cards with pictures and labels. Label classroom furniture and equipmant. Labeling helps students associate the printed word with the object.

Flash cards and labels should be meaningful to students. Secure pictures of nouns used or encountered daily - household items, auto equipment, job tools, food. Verbs should be related to daily experiences - shopping, banking, working, sleeping, reading.

3. Begin reading.

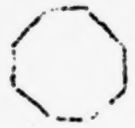
Once an adequate sight vocabulary is developed, the pupil should begin reading. Supplement adult readers with teacher and student prepared materials, which relate to practical experience and which are of interest to the reader.

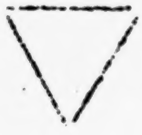
John Smith works at Fords.
He goes to work at 7.
He works everyday.
John rides to work with Bill.

Prepare worksheets which require reading and reinforce reading skills.

Fill in the blanks.
John Smith _____ at Fords.
He works ________.
John _____ to work with Bill.

Match signs with words:



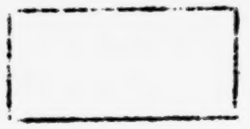


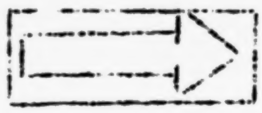
ONE WAY

YIELD

STOP

EXIT





READING - INTERMEDIATE LEVEL, GRADES 4 - 6

1. Develops reading skills and techniques which help him become an independent reader.

Uses basic word attack skills such as letter sounds, context clues and rhyming words.

Adults become easily discouraged if they encounter too many unfamiliar words. It is embarassing when classmates repeatedly tell them unknown words. Because of articulation difficulties, many cannot use a phonetic approach to learning new words. Therefore, provide reading materials at a level which warrants success. Help students develop an extensive sight vocabulary.

When presenting a new reading lesson, concentrate on new words which may present difficulties. Write words on the board-discuss definition, spelling and pronunciation. Trace new words.

Occasionally a pupil may omit an unfamiliar word and continue reading the sentence. He must pay attention to the thought content so he can supply the missing word.

Discuss new words as they are encountered in lessons to strengthen word meaning in context. Have students think of synonomous meanings for new words. Cold - cool - chilly. For variation, list words with opposite meanings.

2. Comprehends the stories and articles he reads.

Before reading a new story, direct students to look for several things in the selection. Write questions on the board and ask them to look for the answers while reading. Make certain the stories are ones which students can relate to their daily experiences.

Discuss the story in detail during the reading lesson and immediately afterwards. Determine the main point, characters, and the meaning of particular sentences and phrases.

Supplement worktext reading lessons with worksheets with pertinent questions about the story to reinforce comprehension.

3. Begins to read for information.

Provide meaningful, practical reading lessons which relate to daily experiences. If possible, the teacher should visit some of the students' places of employment to obtain a listing of common directional signs located throughout the employment area which the employee should read for his own safety.

Read driving rules and regulations, newspaper advertisements, brochures describing banking procedures, church and school announcements, the Adult "News For You" published by Laubach Literacy, Inc. Check comprehension through group discussion, writing sentences pertaining to the lesson, dramatizing parts of the story, finding other reading materials which deal with the same topic, and by making use of new words presented in the story.

4. Begins locating information.

Students use the alphabet to locate words and information in the Thorndike Junior Dictionary. A prerequisite to dictionary work is alphabetizing lists of words, first by initial letter only, gradually with more difficult lessons which involve lookin at second and third letters.

Introduce students to glossaries found in the back of basal readers. The table of contents should be studied in textbooks; locate stories according to title and page numbers. For variation, locate and use the table of contents in magazines.

Locate specific information in the local newspaper. Find certain articles, the classified section, comics, TV listings, women's articles, headlines, and weather reports.

The telephone directory is a teaching tool with which pupils must become familiar. Make use of alphabetizing by finding names and phone numbers of class members. Locate emergency numbers (police, fire, hospital). Study the Yellow Pages. How are items classified? Use the table of contents in the Yellow Pages as a guide.

READING - JUNIOR HIGH LEVEL, GRADES 7 - 9

1. Continues developing word attack skills and reading speed.

Understands common prefixes and suffixes such as pre, pro, in, un, ly, ness, ment, full, able, ance, ence.

Build words from common root words. Add prefixes and suffixes to words to change meaning.

help
helped
helpful
helper
helping

appear
disappear
appearance
disappearance
disappearing

Locate root words in unfamiliar words; build new words from them.

hopeless scribble independence

Understands compound words, consonant blends, and vowels. Compound words are important to the adult students. They often know one part of a word which helps them learn the rest more readily. List examples of compound words for pupils to divide.

relation/ship touch/down under/stand

Consonant blends need not be more difficult than isolated letter sounds, as students at this level should know all letter sounds and be able to reproduce them.

scream
please
float
string
drill

glass
spoon
smoke
trunk
club

Emphasize long and short vowel sounds. Students should make their own chart of sample words containing certain vowel sounds. Use common diacritical markings found in dictionaries to illustrate long and short vowel sounds.

Short A	Short E	Short I	Short O	Short U
ăm	ĕnter	ĭn	clŏck	bŭt
hăve	sĕt	hĭm	ŏdd	ŭs

Long A	Long E	Long I	Long O	Long U
cāme	ēasy	īce	ōld	ūse
āte	wē	rīde	grōw	rūde

Periodically give students an opportunity to test their own reading speed. Each should keep his own record of words read per minute, as none should be in competition with the group.

Reading Speed Chart

Name____

Date	Words Per Minute	Reading Lesson

Review basic punctuation found in reading lessons. Have pupils tape record their reading to determine if they lower their voice slightly at the end of a sentence, pause for a comma and raise their voice at the end of a question. Listening to the tape helps each identify his reading strengths and weaknesses.

2. Develops independent reading skills for pleasure reading.

Schedule library periods regularly so pupils may select reading materials of particular interest to themselves. Paperback books, magazines and newspapers should be available to take home and keep.

Plan field trips to concerts, community programs and athletic games which provide the audience with a printed program listing the scheduled performances. They must read the program to enjoy and anticipate the events along with the rest of the audience.

3. Continues developing skills in locating information.

Locate common words in the dictionary, familiar telephone numbers, use the table of contents in textbooks, and locate topics in the junior encyclopedia.

Review alphabetizing periodically. Prepare lists of words found in reading lessons for pupils to arrange in alphabetical order. In addition, find the words in the Thorndike Junior Dictionary. Since some words have multiple meanings, they must learn to selec the appropriate meaning.

Make an assignment which requires referring to an encyclopedia for information. Topics should be centered around adult interest Demonstrate how to select the correct encyclopedia from the set by looking at the binding for the letters included in that specific book.

Lessons requiring classification of objects and learning synonyms (carpet-rug, car-automobile) must be taught for preparation for using the Yellow Pages in a telephone directory.

Match words having similar meanings.

renting	cleaners
parts	leasing
laundry	supplies

COMMUNICATION SKILLS

I. Handwriting - Manuscript Printing

On occasion, we find a new basic education student who has never used a pencil before. He needs direction holding the pencil correctly. Provide many lessons which require tracing large circles and lines before he attemtps to trace manuscript letters.

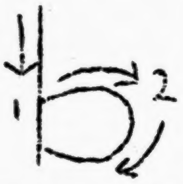
Trace large print upper and lower case letters. Generally these are found in the front pages of beginning level adult readers. As letters are being traced (first with a finger and then a pencil) the student should say the letter to himself or orally.

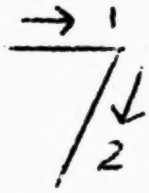
Point out differences in straight and curved letters, slanted line letters (w, x, k, v) and above and below the line letters.

Make these practice sessions meaningful. Print pupil's name or address at the top of a paper. While practicing printing, he is learning to reproduce his name.

Have students compare their printed letters with those found in reading lessons. Identify letters as they are being traced or reproduced.

At first trace letters and numbers which are large, an inch high is best. Provide arrows which show starting points and directions.





Gradually make the letters smaller and omit the arrows. Always use lined paper. Lastly, have pupils reproduce certain letters without guidelines or patterns to follow.

Worksheets which accompany reading lessons should provide printing practice. For example:

Fill in the blanks.
My name is ________________.
I live at ________________.
My city is ________________.

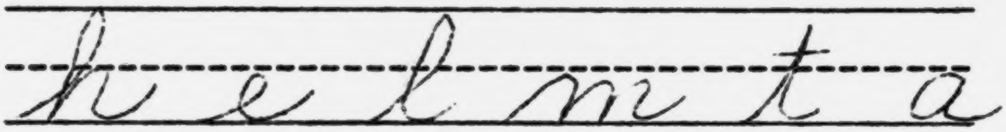
Note differences between upper and lower case manuscript letters. Divide specific words into correct groups:

Capital Letters	Lower Case Letters
Ypsilanti	school
Michigan	cat
John Smith	house
Ford	work

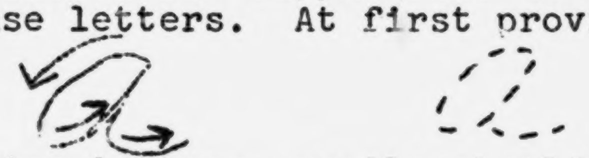
Handwriting - Cursive Writing

Once pupils are familiar with manuscript printing, they should transfer to cursive writing. Make the transition as easy as possible by showing the similarities of both. Adding lines to join printed letters comprises cursive writing.

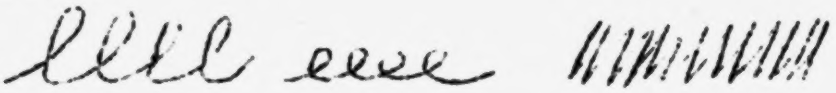
Use lined handwriting paper for helping students reproduce letters of the correct size.



Prepare worksheets for copying the cursive alphabet, both upper and lower case letters. At first provide arrows.



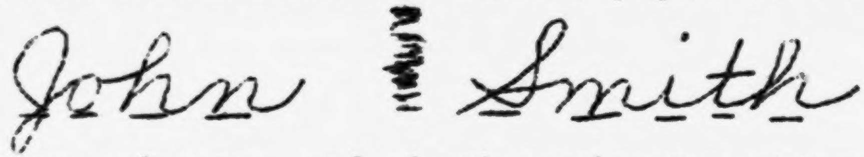
Besides tracing letters, pupils should practice making rows of loops and slanted lines. Slanting cursive letters will come with practice.



Handwriting lessons should be meaningful so both handwriting skills and new words are learned. Abstract words and phrases from reading lessons. They may copy these from the board, text or printed worksheets.

Point out differences in loop letters (b, e, p, k, l), oval letters (a, o, g,) rounded letters (m, n, y, x), and pointed letters (s, t, j, i, w).

Additional practice exercises include; using flash cards which show capital letters and corresponding lower case letters, worksheet exercises matching upper and lower case letters, viewing a filmstrip "Cursive Letters", by Zaner Blozer, and spacing letters and words (at first it may be necessary for the teacher to make specific marks on the paper to assist with spacing).



Copy addresses, phrases and short sentences accurately. Look at all of the word first, rather than individual letters.

II. Spelling

Spelling is a communication skill. It is a part of reading and should be taught in conjunction with reading skill lessons. Adult students usually have difficulty spelling common words correctly. Spelling need not be confusing if it is taught systematically; look at the whole word, understand the word meaning, learn its pronunciation, note certain peculiarities of the word or associate the word with other known words to help with memorizing and recalling the word.

Method of teaching spelling:

1. Present the word visually by writing on the chalkboard.

   account

2. How is this word pronounced?
3. What is the definition of account? If uncertain, students shoul refer to the dictionary. Ask several students to give oral sentences containing the word account. Jot these on the board.

   I have a savings account.
   He gave a good account of the accident.

4. Does account have more than one meaning?
5. To review English grammar, ask how account is used in each sentence - verb, noun, adjective?
6. How many syllables are in account? Divide the word.

   ac / count

7. Are there any silent letters in account? Smaller words within account? List them.

   count

8. For word association, ask pupils to think of other words with a double c. List these.

   according accident

9. The number of new spelling words introduced during one lesson depends upon the students. Usually six is adequate. Words studied should be meaningful; select them from reading lessons, newspaper articles and class lessons. Review words periodically They need repitition; make certain the lessons are varied to maintain interest
10. Pupils should either trace or copy the new words. Provide worksheets which require tracing and writing. Write words with a felt pen; pupils use tracing paper and pencils. As they trace the word, they should pronounce it and then say each letter whic is being written. Cursive writing, rather than manuscript printing is best; students more readily understand each letter is joined to form a complete word. Omit letters for them to fill in.

11. Lastly, review the words which were just presented. Have pupils close their books. The teacher dictates short sentences containi the spelling words; students write the *entire* sentence. Words are not found in isolation; always present them in complete sentences. A number of skills are required for this exercise: (a) listening carefully, (b) repeating the sentence to themselves, (c) writing the whole sentence, (d) using punctuation, and (e) checking their work at the end of the exercise. This should *not* be a threatening lesson. Once you've finished dictating sentences, provide time for them to check or correct their spelling by using the dictionary or reading textbooks.

As sentences are dictated, ask students to underline words they feel are spelled wrong. These are the words they'll locate in the dictionary. If a word is wrong, they should cross it out and write the correct spelling above.

Periodically review spelling words, particularly as they are encountered in reading lessons. Avoid monotonous drill and countless spelling rules. Rather, teach a variety of memory aids which make spelling clear and meaningful. For example:

Letter sounds:

middle o sound	final t sound
hot	hat
job	hit
top	hot

Consonant blends:

st blends	wh blends
stop	why
start	where
stay	what

Locate smaller words within larger ones:

horse	careful
hair	cold
other	date

Add prefixes to change word meanings:

decided	undecided
correct	incorrect
possible	impossible
agree	disagree
sense	nonsense
spell	misspell

Add suffixes to change word meanings:

help	cheer
helped	cheered
helping	cheering
helper	cheerful
helpful	

Common word endings: ent, ant, ance, ence, ense

absent	absence
important	importance
license	

Listen for syllables as a spelling guide. Carefully pronounce pupil's names, streets, cities. How many parts or syllables do you hear? Where are the words divided into syllables?

Tay/lor Wash/ing/ton

Study difficult spelling exceptions:
"shun" sound is spelled "tion" or "sion"; confusion, mention.
"k" sound can be "c"; comic
"f" sound may be "ph" or "gh"; telephone, enough.

Learn contractions and abbreviations:
Prepare meaningful lessons. Learn to abbreviate their titles, (Mr., Mrs.), street addresses, states, place of employment, and other common terms. Practice writing abbreviations on envelopes.

Mr. John Smith
425 S. Adams St.
Ypsilanti, Mich.

Contractions used in everyday speech should be studied. Pupils should identify the missing letter replaced by the apostrophe.

can't he's isn't

Learn the spelling of both forms of the word. Match contractions and abbreviations with the whole words:

can not
is not
he is
was not

isn't
he's
wasn't
can't

street
avenue
Michigan
Doctor

Dr.
St.
Ave.
Mich.

For variation teach homonyms, synonyms, and antonyms through word games. Divide class into two teams. Each team must respond with the opposite meaning of words supplied by the teacher. Keep score. Winning team should be rewarded with pencils or erasers. Responses may be oral or written.

small	large
exit	enter
frown	smile

Study synonyms for aids in vocabulary development as well as spelling skill development. Underline words which mean the same as the first word.

salary: wages, time, earnings
location: place, stop, address
job: work, occupation, past

Homonyms can be very confusing. Repeated lessons will be necessary to explain the concept that words sound alike but have different meanings and spellings. Study the common homonyms which are most often confused.

to
too
two

there
their
they're

write
right
week
weak

sense
cents
wait
weight

Complete these sentences correctly using to, too, two.

I spent ______ dollars for supper.
I must file an income tax ______.
Can you come ______ school tonight?
Have you lost ______ much weight?

III. Language and English Grammar for Daily Use

A. Language

New students often answer with one word responses. They may hesitate to converse freely with the teacher and fellow students. Some are unaware of the names for common items. Pronunciation of words may be difficult; "in" for "end", "dat" for "that", "da" for "the". Certain grammatical usage is troublesome; "I seen", "he be", "she am", "his'n". They rarely use nouns in the plural form correctly, or verbs in the correct tense; "I buy a new car yesterday." "Many peoples were at work today."

Develop language patterns. Do not change language patterns of educationally deficient adults to such an extent they are unable to communicate effectively within their own environment. Rather, enhance the language of the adults by developing language more thoroughly, increasing communication skills, improving self images and introducing students to a rich extensive meaningful vocabulary.

The classroom must be centered around language activities. Pupils should have language activities throughout the class sessions. Objects which promote interest and discussion should be available. Tape recorders, records, Language Masters, experience stories, books and pictures aid in developing language.

It is necessary to teach listening and organizational skills. Often students living and working in noisy environments are unable to develop listening skills because they retreat into the background. If class activities, experiences and discussions are meaningful, listening skills are more easily acquired.

Closely associated with listening are organizational skills, thos skills which involve making comparisons and associations, making inferences and developing critical thinking. All are essential for language development. As students become familiar with the previousl mentioned skills, language and overall academic performance should improve. The teacher can help develop critical thinking and the ability to solve problems by giving pupils an opportunity to solve as many problems as possible by themselves, with guidance only when necessary. Give them time to think carefully before responding.

Educationally deficient adults often have not had opportunities to visit places in the community; they need these experiences. Carefully planned field trips introduce students to the world around them and give them words to talk about these experiences. Field trips should be followed with much discussion and conversation, pictures and movies.

If certain phrases and sentences are consistently used incorrectly, have students memorize the correct form. For example, instead of repeatedly saying, "I ain't got none nohow," memorize, "I don't have any." After reminding them of the correct phrase several times, it becomes incorporated into their vocabulary. Gradually they automatically use the correct form.

Students must become aware of synonyms and descriptive words, and use them in their conversations. Often a museum, for example, may be described only as "fine" or "nice." They must learn there are a number of other words which will describe an object or place and these words should become a part of the students' vocabulary. Help them see the beauty of language and the importance of communication.

1. Understanding what is heard.

Read a newspaper article together or watch a movie. The teacher makes statements about the article and pupils respond appropriately with "yes, no, maybe." Make questions difficult enough so close listening is required:
All people read the newspaper.
All women need a washing machine.

Teach adults to follow oral directions:
Write your name at the top of the paper.
Print your address beneath your name.
Write your city and state.
Fold your paper in half.
Hand in to center aisle.

Read selections to the class. Stop periodically and ask questions such as: "What will happen next?" "What is the main idea of the story?" "Why are certain events happening?" Ask students to retell certain parts in sequential order.

Through role playing practice talking over the telephone. Emphasize the importance of a phone in everyday communication, the importance of speaking clearly and listening carefully. Practice making emergency calls, long-distance calls, obtaining information, and ordering supplies. Pupils should determine if one another speaks clearly and slow enough so the message is understandable. Practice introducing one class member to the group. Make up fictitious names. Is the introducer saying the name clearly so all can understand?

Prepare lessons which teach correct word order; subject, action verb. Illustrate correct word order with short sentences in both correct and incorrect order. Unscramble incorrect sentences.

Clear pronunciation is essential. Use a tape recorder to practice clear speech. Volume is equally important. Adults who are shy and unsure of their speech tend to slur words and speak softly. Help them develop confidence in themselves; point out their progress often. Emphasize each person's positive speech qualities and build upon these. Listen to recordings of popular speakers - evaluate their speaking techniques. Why do they appeal to the public? Try to imitate their speaking techniques such as concise speech with appropriate volume.

Advanced students may be interested in a public speaking unit of study. Many times basic education students are active in church organizations and are called upon to read selections from the Bible or to lead prayers. These individuals particularly want to improve their speech. The unit should cover organizing thoughts before an oral presentation, gathering information from encyclopedias, magazines, newspapers, speaking clearly so the audience listens and understands the talk, and maintaining poise and posture during the speech. Pupils should practice presenting short talks to the class; reading short selections, giving demonstrations and impromptu speeches.

Teach the importance of being specific. Point out the difference between "they said" and "John and Mary said." During discussions it's common to hear "everyone is saying..." Ask who specifically is "saying ... How many? Students must learn to say exactly what they mean.

Help them develop the ability to critically listen to and interpret what is heard. They must learn to distinguish between fact and opinion. Listen to recordings of speakers; ask which are facts? opinions? Help students interpret meanings, evaluate certain points and make their own decisions. Listening to political speeches is good; determine the speaker's purposes and motives. How is he trying to influence his listeners?

2. Understanding what is seen.

Identify letters in common words, such as gas station signs, names of cars, cigarettes, television characters, street names, protective signs.

Interpret news pictures. Discuss the probable story accompanying each picture.

Look at newspaper and magazine advertisements. Learn to evaluate the product and make evaluations about its appearance. For example, auto ads generally picture very long sleek cars, even compact ones. Does the car appear as pictured? Television advertisements can also be used. Does the product look and work as illustrated on TV?

3. Generating and expressing ideas.

Basic education adult students need to learn to express themselves clearly. Provide many varied experiences and situations which require describing objects, events, articles or stories in as much detail as possible. Is his articulation clear? Is material presented in an organized manner? Can others understand his description? Does he express some ideas through gestures and actions?

Generally adults are eager to help one another with school lessons. One pupil may teach a classmate a certain skill or concept in arithmetic. Is he expressing himself clearly? Is the description of the math process accurate and understandable?

As a group or on an individual basis, students should solve practical everyday problems. Problem solving requires organized thinking and vocal expression of ideas. Present questions such as:

If you couldn't complete a job application blank, what would you do?
What would you do if you couldn't read a road map and were uncertain of the way?
What would you do if you couldn't understand the income tax form and it were due?
If you needed a new car and didn't have money for a down payment, what would you do?

4. Develop the ability to recall stimuli presented visually and auditorily.

Read a news article together and discuss it thoroughly. During the next class session, question pupils about the article. Ask them to recall certain events of a previous day's field trip, movie or discussion.

Direct them to repeat verbatim a phrase, nonsense syllables and short sentences. Letter sounds such as th are difficult. Repeat verbatim:

thick trees, this is not that, three times three

Show a movie or filmstrip. Ask pupils to retell the story in sequential order.

5. Develop the ability to classify ideas and objects.

Select a short paragraph from an adult reading text. Ask pupils to list all the words that tell about one certain thing. For example

Read	Word List
I like to build things. I build things at home. I use a hammer, saw, screwdriver and wrench when I build.	hammar saw screwdriver wrench

What elements are common to each? How are they different? All belong in what group?

Prepare worksheets which help teach the concept of grouping or classifying.

Underline words which belong together in each set.

house, Saturday, Wednesday
carpenter, bricklayer, hammer
work, job, foreman

Use the Yellow Pages in the phone directory as a guide. Explain that businesses, professions, products and services, arranged alphabetically, serve as classifications. Under each classification, the listings falling in that group are arranged alphabetically. Explain "cross-references" and different classifications. Provide exercises requiring classifying services and products.

What services fall under:

"Transportation" - (city bus, greyhound lines, airlines)

What do you do if you cannot find "doctors" under the heading "doctors"? Students supply other words with the same meaning, in this instance, "physicians." Repeat with "cabs" - taxis, "cars" - automobiles, and "movies" - theaters.

B. English Grammar

The spoken word is the major means of communication. A student's success depends upon improvement of his ability to interpret what he sees and hears and to express his thoughts clearly. His ability to communicate has a direct effect upon his daily life; employment, social participation, self-worth, and intellectual growth. Improving his ability to communicate opens doors for him; participating in social and educational activities, obtaining information, learning to interpret, evaluate and make decisions, obtaining and maintaining employment. Grammar lessons should always be of a practical nature so he can readily profit from the instruction. He needs to learn how to fill out applications, make shopping lists, record messages, address envelopes and postal cards, write notes and letters, develop a meaningful vocabulary, speak clearly, converse freely and learn and use correct grammar in everyday speech.

English grammar concepts are taught systematically, and in conjunction with all class lessons, particularly during reading and spelling. Informal class activities, field trips, coffee breaks, and social gatherings help teach and reinforce English grammar.

1. Functional speech correction work may be necessary to eliminate patterns which identify the speaker as undereducated and limit his employment and social acceptability. Before embarking on this, make certain the student feels secure with the teacher and class. Identify common pronunciation difficulties and substandard speech patterns. Begin with ear training. A student must hear the difference between sounds before he can reproduce them. Teach how to reproduce sounds. A systematic approach must be taken for speech correction.

a. Listen to the teacher produce letter sounds.

b. Reproduce the letter sounds. For this the teacher teaches how; "put your tongue between your teeth for th."

c. Compare sounds. A comparision may be made between t and th.

d. Practice saying words and phrases containing certain letter sounds.

th

initial th	middle th	final th
the	mother	bath
this	father	math
that	nothing	Ruth

Repeat:

Pairs of words:
tin - thin
tree - three
true - through
tank - thank
bat - bath
mat - math

Sentences:
I did three math lessons.
The tree is thick.

Phrases:
thin Ruth , think thin
thick tree
three times three

Common pronunciation difficulties for adult students:

Substitutions:
- t for th; tree for three, tin for thin
- d for th; moder for mother, dat for that
- f for th; nofing for nothing, baf for bath

Ommissions:
- in for ing; studyin for studying, havin for having
- omit "s" for plurals
- omit "ed" past tense ending for verbs

Structural deviations:
- he have, he taken, I be, that's mines, they is, hisn', hisself

Substandard expressions:
- none nohow (double negative), ain't, sweat factory (gym)

2. Teach one basic rule of sentence structure - not all but almost all sentences have a subject and verb. Divide sentences.

He /studies.
The man /studies.
The young man /studies hard everyday.

Students underline the subject and verb. Almost all sentences they write will follow this simple sentence pattern. Use reading selection to find different kinds of sentences. Pupils identify:

I go to work everyday.	(telling)
Where do you work?	(asking)
Make the coffee.	(commanding or requesting)
Help. Fire.	(exclaming-showing emotion)

As a group exercise practice building sentences on the chalkboard. Begin with a short simple sentence.

She watched television.
Mary watched television last night at home.
My next-door neighbor, Mary, watched a special television program for an hour last evening.

Discuss the changes in meaning when words are added to sentences; clarification, description, understanding. Advanced students should learn the parts of speech; how adjectives enhance and describe nouns and pronouns, how adverbs clarify verbs by telling how the action happened.

3. Teach the basic relationship between subjects and verbs with repeated oral and written lessons.

I stud*y*.	I *have* a book.
You stud*y*	You *have* a book.
They stud*y*.	They *have* a book.
We stud*y*.	We *have* a book.
He stud*ies*.	He *has* a book.
She stud*ies*.	She *has* a book.

Complete these sentences:
I ______ some money. (has, have)
You ______ some money. (has, have)
He ______ some money. (has, have)
She ______ some money. (has, have)

Use *is* and *are*, *was* and *were*, *has* and *have*, *do* and *does*, in sentences. Both oral and written exercises are necessary for developing these language skills.

4. Study regular and irregular verbs and verb tenses; how verbs show past, present and future time. Classify words accordingly:

Past	*Present*	*Future*
helped	help	will help
did	do	will do

5. Change positive statements to negative ones. Teach that words with a "no" meaning are called *negatives*. Use only one negative per sentence. Ask students for examples of negative words: no, not, none, nothing, never.

Positive	*Negative*
She has studied.	She has *not* studied.
He sees something.	He sees *nothing*.

Complete negative sentences:
The boss didn't say _________. (nothing, anything)
They haven't _________. (any, none)
Did _________ of you study? (any, none)

6. Study singular and plural forms of words. Pupils may make their own simple rules for making singular words plural. This concept, with irregular spellings of plurals, may be difficult to grasp.

Make singular words plural:

s	es(s, sh, ch,x)	y to i and add es
cat, cats	box, boxes	study, studies
work, works	church, churches	try, tries
	glass, glasses	

f to v and add es	Irregular plurals	Vowel changes	No change
loaf, loaves	child, children	foot, feet	deer
shelf, shelves	mouse, mice	woman, women	sheep

Teach that nouns can show ownership by adding an apostrophe.

singular possessive	plural possessive
John's car	students' books
Ford's parking lot	men's coats

Find examples of possessives in newspaper headlines.

7. Difficult confusing word sets presented here in isolation should be taught during reading skill lessons. Adult students have trouble using these correctly orally and in written exercises. Periodically review these word sets.

sit and set
teach and learn
good and well
let and leave
in and into
among and between
at and to
a and an
its and it's
accept and except
say, says and said
borrow and lend

8. Teach degrees of comparison. What is the difference between:
large, larger and largest?
This lesson is difficult.
Reading is more difficult than math.
English is the most difficult.

How did difficult change its meaning? Students make up oral sentences about class members, the classroom, personal experiences, news items.
Mr. Taylor is young.
Mr. Taylor is younger than Mr. Smith.
Mrs. Jones is the youngest one here.

9. Most importantly, oral language should receive the greatest stress in language instruction. Only as progress is made in the use of oral language will there be substantial improvement in reading and writing.

ARITHMETIC

Instruction in arithmetic provides adult students with skills and understandings basic to everyday living. Skills are acquired which enable them to make better decisions about budgeting money, purchasing goods and services and solving daily business problems. Teaching arithmetic is not just for spending and handling money. Almost everything we do involves numbers; cooking, meal planning, building, repairing, telling time, measuring, and driving. Numbers are used to tell ages, temperature, addresses, phones, calendar dates, quantity, pages, miles and sizes.

The teaching of arithmetic must relate to practical experiences; pupils must see the functional application of arithmetic. The math problems must be related to adult students' interests and needs. Women may be interested in cooking and shopping problems, while men want to study about installment buying, financing and building.

Illustrate mathematical processes with a wide variety of visual aids to make abstract concepts concrete. Use flashcards, filmstrips, chalkboard, counting frames, newspaper advertisements, cookbooks, grocery packages, measuring cups and spoons, rulers, scales, yardsticks, charts, maps, graphs, calendars, thermometers, sales receipts, checks, bankbooks, money, income-tax forms, and clocks.

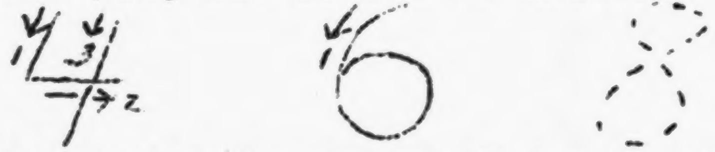
Develop an arithmetic vocabulary; size and weight concepts, directional words, time and speed concepts, words which denote quantity, monetary terms and computational terms. These words should not be taught in isolation. Introduce them as vocabulary words during readin skill lessons. The word meanings are reinforced as they are encountered in mathematics lessons.

Arithmetic - Beginning Level, Grades 0 - 3.

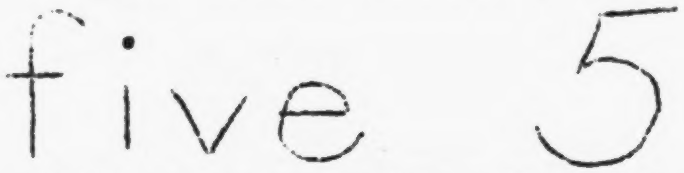
1. Show pupils numbers are used for a variety of things; telling time, ages, temperature, dates. They should add to the list by recalling recent situations which required using numbers. Point out the recent adult school registration. Registrants were asked their addresses (street numbers), phone number, birthdate, number of years employed, and number of children.

Make incidental references to numbers to help develop an awareness of them. Refer to temperature indoors and outdoors, number of pupils present and absent, time spent in class, the date, number of books and cups of coffee needed that session.

2. Teach reading and writing of numbers. At first trace numbers written with a felt pen; use arrows to indicate directions.



Dittoed worksheets can be prepared for tracing and number and word recognition. As the number is being traced, pupil should say it aloud.



For variation, copy numbers from the chalkboard or write numbers the teacher dictates orally.

Complete worksheets which require writing number symbols:

I live at __________ Washington Street.
My phone number is _________.
The Ypsilanti zip code is __________.
School begins at ________ o'clock.
In my home live ________ people.
I work _____ days a week.
There are _________ days in a week.
January has _______ days.
My birthday is March _______.
I drive _______ miles to school.
There are _______ pages in my reading book.

3. Teach simple arithmetic processes of addition and subtraction. At first, present mental arithmetic problems involving money, time and distance. For example:

a. I spent $3.00 at Kroger's and $2.00 at the dime store. How much did I spend?
b. Yesterday I drove 11 miles. Today I drove 3 miles. How many miles did I drive altogether?
c. This newspaper ad shows a furniture sale at Smith's. The chair was $30. The ad says $5 off. What is the sale price of the chair?

The problems are simple and students will generally respond with correct answers spontaneously. Ask how these problems could be written on the chalkboard. Write as they direct.

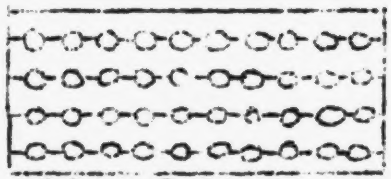
Point out the line drawn under the figures to separate problem from answer.

a.	b.	c.
$ 3.00	- 11 miles	$ 30.00
2.00	3 miles	5.00
_____	_____	_____

What's the difference between problems a and c? C is "take away" or subtract because the answer is less. Ask how one can distinquish between addition and subtraction problems? Introduce the plus and minus signs. Question pupils to keep them thinking:

Does addition mean more or less?
Subtraction always means _____?
The minus sign means _____?
What is the $ sign in problem a?
Can the dollar sign be used for both addition and subtraction?

Provide practice exercises to help students master basic addition and subtraction facts. At first concrete symbols must be used when presenting addition and subtraction facts. Later eliminate concrete items and present the abstract symbols only. Individual counting frames are helpful. If it embarrasses an adult student to use a counter, demonstrate a system of small marks he can use on scratch paper.



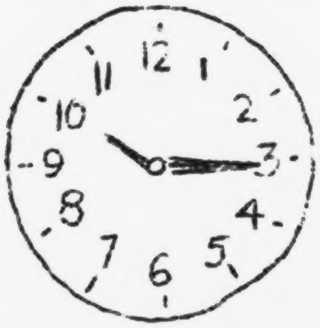
counting frame

7 miles ///////
+ 3 miles ///
_____

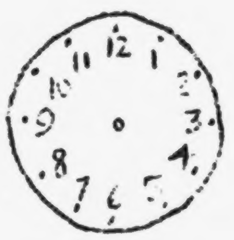
system of marks

4. Help students acquire basic skills of measuring. Measurement tools should be readily available in the classroom; clock, thermometer, yardstick, ruler, tape measure, and cup, pint, quart containers. Use these items for practice and expreimentation.

Develop an awareness of time. Refer to the clock periodically during class. "It's 8:00. Time for a coffee break." Teach time in sequential order: hour, half-hour, quarter hour, minutes (before and after the hour) and seconds. Use real clocks. Set the hands and the alarm. Point out hour, minute and second hands. Ditto worksheet exercises for additional practice.



_____

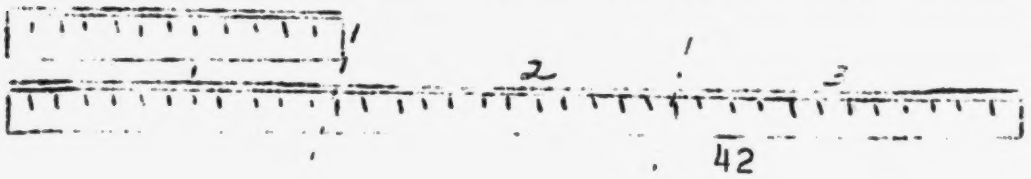


7:30

Complete the sentences:

A day has _____ hours.
An hour has _____ minutes.
There are _____ minutes in a half hour.
A minute has _____ seconds.
I go to work at _____ in the morning.
I return at _____ in the afternoon.

Measure height. Clearly point out inches and feet. Compare



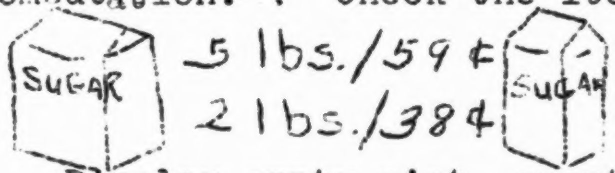
and approximate heights. Measure objects in the classroom. Use a ruler to measure lines on paper.

2 inches 1 inch 3 inches

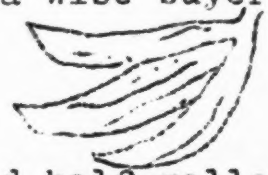
Dieting women may want to use a tape measure to determine waist measurements. As a pupil becomes somewhat skilled at measuring, he may want to determine size of his property, length and width of his home. Women should learn to measure windows for making draperies and room sizes for rugs and carpeting.

A scale should be used periodically to weigh pupils, if they wish. A bathroom scale is best, rather that a commercial one found in schools, as students will have only bathroom scales at home. Weigh one another to determine weight loss or gain.

Locate net weight of grocery items. How can net weight and price help determine content value? Make functional story problems for computation. . Check the items a wise buyer would purchase:

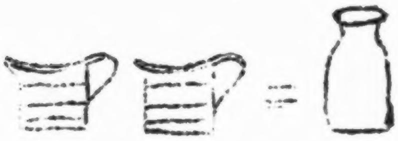


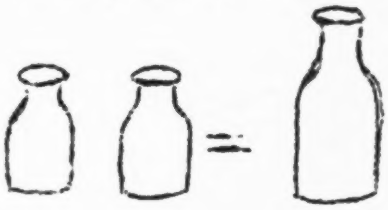
5 lbs./59¢
2 lbs./38¢



3/21¢ or
10¢ each

Display empty pint, quart and half gallon milk cartons. Ask for identification of each unit. One pupil demonstrates a quart holds 2 pints by pouring 2 pints of water into the quart container. Repeat with quarts and half gallons, cups and pints. Make a pictorial wall chart illustrating this concept.

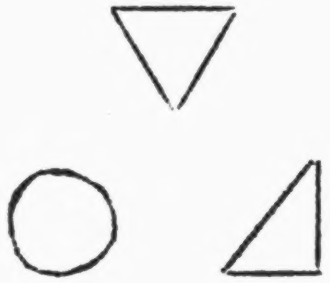




5. Common geometric shapes are a part of arithmetic. Students should recognize circles, squares, rectangles, triangles which are shapes of protective signs. They should also recognize basic shapes of common items.

Property may be rectangular.

A room may have a square shape.



1. Adds with carrying, subtracts with borrowing, understands the meaning of multiplication and division processes, and uses correct processes when solving practical story problems.

When tea ching carrying and borrowing, use a place value chart, showing positions of ones, tens, and hundreds. List numbers; what doe each diget represent? The zero may be hard to understand.

9
15
123
209

hundreds	tens	ones

Place value chart

Regrouping (carrying) may be a difficult concept but using a place value chart will help. If possible, provide each student with a small desk size place value chart. Begin with adding two digets.

> I bought a bag of apples for 59¢ and a can of coffee for 67¢. What was the total cost?

  59 ¢ Use real coins (pennies and dimes) to show place value.
+ 67 ¢

The same approach is used for teaching subtraction involving borrowing.

Multiplication should be introduced with a common problem.

> I buy 2 quarts of milk every day. How many quarts do I use per week? Explain multiplication is a faster way of adding.

$$\begin{array}{r} 2 \\ 2 \\ +\ 2 \\ 2 \\ 2 \\ 2 \\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 2 \\ \times\ 7 \\ \hline \end{array}$$

Flash cards may be used for practicing multiplication tables.

A large chart showing basic multiplication facts should be visibl to all. Pupils may make their own notebook size charts or write the tables in expanded notation.

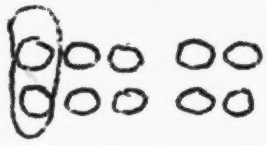
x	0	1	2	3	4	5	6	7	8	9
0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9
2	0	2	4	6	8	10	10	14	16	18
3	0	3	6	9	12	15	18	21	24	27
4	0	4	8	12	16	20	24	28	32	36
5	0	5	10	15	20	25	30	35	40	45
6	0	6	12	18	24	30	36	42	48	54
7	0	7	14	21	28	35	42	49	56	63
8	0	8	16	24	32	40	48	56	64	72
9	0	9	18	27	36	45	54	63	72	81

Student's own chart:

Expanded notation-
Multiplying by 1
1 x 1 = 1
1 x 2 = 2
1 x 3 = 3
1 x 4 = 4
1 x 5 = 5
1 x 6 = 6
1 x 7 = 7
1 x 8 = 8
1 x 9 = 9

Practice multiplication with problems related to salaries and wages. "Mr. Smith earns $20 daily. How much weekly? Monthly?" "My grocery bill averages $16 weekly. How much monthly? Annually?" Women should learn to use multiplication to double and triple recipes.

Division may be introduced with grouping objects. Ask pupil to divide 10 pennies into 2 groups. Repeat with various objects and number combinations. Prepare simple worksheets; include semi-concrete symbols along with the numbers. At first they may need to circl groups. Once the concept is clear, remove symbols. Use division flash cards for practice.



2 ⟌ 1 2 (* *)(* *) * * * * * * * *

Division story problems should be realistic and applicable to practical situations. "Last week I spent $37.29. What is the averag amount I spent daily?" "During four pay periods in December I earned $103, $112, $109, and $118. Total? Average weekly?" "A carpet for the living room, which is 108 square feet, costs $106. Cost per square foot?"

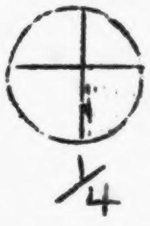
2. Teach basic concepts of fractions.

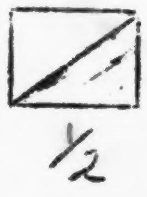
   a. Emphasize the practical application of fractions. Examples:

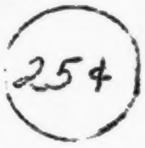
      1/2 hour, time-and-a-half, overtime
      3/4 mile, 1/2 pound
      clothing marked at half price, 1/4 off
      taxes, insurance, installment buying, budgeting
      work-day, time-clock

      Begin with these questions and directions.
      1. How many half dollars equal a whole dollar?
      2. Cut this apple into three equal parts.
      3. How many 1/4 pound bags of apples are needed to make a whole pound?
      4. Three quarters of a dollar is how much money?
      5. A store advertised 20% off on clothes. What does this mean?

Pupils will readily know these answers. They have some understanding of fractions and percents and will answer; "Twenty per cent off means 20 cents off on the dollar, don't it?" Few will know how to write the problems on paper or the board. Make fractions and percents easi understood by using many teaching tools - felt pieces for the flannel board, money, filmstrips, objects which can be divided into fractiona parts, newspaper advertisements. Make pictorial worksheets. Explanations must be simple. "The top number (1/2) of a fraction means the part you have; the bottom number (1/2) means the number of parts needed to make a whole.







= 1/4 dollar

1/2 dollar =

Teach addition, subtraction, multiplication and division of fractions for common problems. Illustrate the problems clearly.

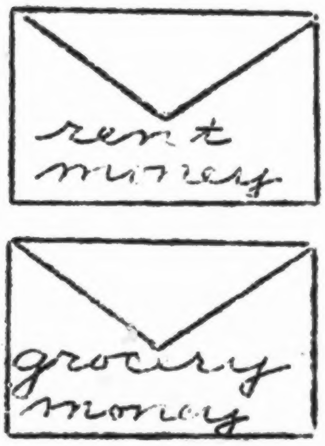
(50¢) + (25¢) $\frac{1}{2} + \frac{1}{4} =$ One half dollar and one quarter dollar is ____.

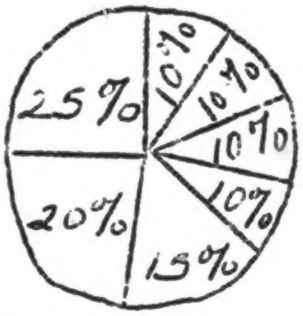
$1 + \frac{1}{2} =$ One yard and a half yard of cotton material is ____.

$\frac{1}{2}$ of 59¢ = Grapes are 59¢ a pound. A half pound costs ____.

3/\$1.00 Three cans of corn sells for one dollar. One can would cost ____.

b. Teach budgeting personal incomes. Help students determine their expenses - entertainment, loans, groceries, savings, clothing, housing, transportation. They must learn to allot a certain amount of their weekly income for each need. Label an envelope for each need. When a pupil receives his paycheck, he should put a certain amount of money into each envelope. Budgeting a personal income will most likely have to be taught on an individual basis, as needs and salaries differ. However, group instruction may include discussing the purposes of a budget, how to adhere to one, and how to divide money appropriately. Illustrate budgets; make them clear.





For every dollar earned:

25¢ - rent

20¢ - food

15¢ - car

10¢ - taxes

10¢ - clothing

10¢ - savings

10¢ - loans and bills

Write fractional parts in several ways:

ten cents = 1/10 dollar = 10% of a dollar = 10¢ = \$.10 = 1 dime

Learn to express fractions as decimals. Explain decimals simply. "Numbers left of the decimal are whole; numbers right of the decimal are fractions or parts of a whole." Add, subtract, multiply and divide problems with decimals.

\$ 7 . 29
(whole) (part of)

$$\begin{array}{r} \$\,2.39 \\ +\quad 1.50 \\ \hline \end{array} \qquad \begin{array}{r} \$\,1.69 \\ -\quad .83 \\ \hline \end{array} \qquad \begin{array}{r} \$\,4.60 \\ \times\quad 3 \\ \hline \end{array} \qquad 3\overline{)\$\,6.27}$$

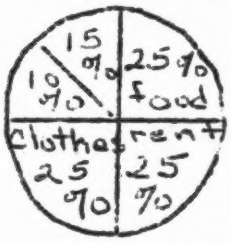
c. Use fractional parts of measurement units. Always point out the practical application of measurement.

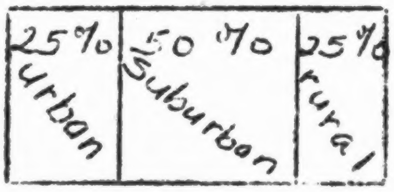
heights and weights; 5'5¼", 149½ pounds
yardgoods, ½ yard; 2¼ yards
cooking; half-cup, 3/4 cup, 1¼ cup, ½ teaspoon
shopping; half-gallon, 3/4 pound, ½ dozen
building; 9½'x 12¼'

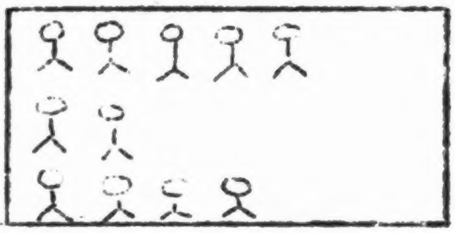
Students should learn how to use measuring tools to solve daily problems. Raise basic questions, as "How heavy is a pound?" "What items are bought by pounds?" "Why is net wt. 10 oz. printed on this box of cake mix?" "Is it a pound?" "What part of a pound?" "How are ounces related to pounds?" Use food scales for demonstration and experimentation. Repeat with all units of measurement, always using teaching aids and measuring tools.

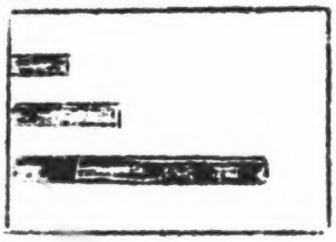
At the same time use abbreviations for measures; pt., qt., gal., lb., oz., in., ft., yd., doz.

3. Learn to interpret simple graphs and charts. Find examples of circle, horizontal bar, divided bar, and pictographs in newspapers. Display these and ask pupils to interpret them for the class.









Annual Income	Typical Family Budgets					
	housing	clothing	food	car	taxes	savings
$ 4000	27%	12%	25%	15%	10%	5%
$ 5000	26%	13%	26%	15%	10%	6%
$ 6000	25%	14%	27%	15%	12%	7%

Arithmetic - Junior High Level, grades 7 - 9

1. Compute basic arithmetic problems using all processes correctly; add with carrying, subtract with borrowing, multiply 2 or more digets by one number, and divide 2 or more place numbers by one number, with remainders. Pupils should set up the problems and include the correct sign (+ - x ÷). Sample problems include:

a. Grocery shopping cost me $12.98, $15.72, and $16.89 for three weeks. How much was spent totally?

$$\begin{array}{rr} & \$\ 12.98 \\ + & 15.72 \\ & 16.89 \\ \hline \end{array}$$

b. Arlans is charging $12.96 for an electric blanket; the same blanket is selling for $14.44 at K-Mart. What is the price difference?

$$\begin{array}{r} \$\ 14.44 \\ -\ \ 12.96 \\ \hline \end{array}$$

c. Wood panels for my living room cost $6.95 each. The paneling job requires 8 panels. What is the total cost?

$$\begin{array}{r} \$\ \ 6.95 \\ \times\ \ \ \ 8 \\ \hline \end{array}$$

d. Price of my new cas was $1996.00 I'll pay for it over a three-year period. What's the monthly payment?

$36 \ \$\overline{)1996.00}$

2. The basic concepts of fractions and decimals should be reviewed and expanded upon at this level.

a. Study banking services. Secure specimen deposit slips, check Students should practice completing these. Compute interest rates for savings accounts and loans. Explain savings account passbooks. Compare interest rate at banks and credit unions. Arrange for a field trip to a local bank where an employee can more clearly explain banking procedures. Visit with a local stock broker. Ask him to explain how and why people buy stocks. They should understand that s stockholder owns a share of the company. A number of adult students regularly buy U.S. Savings Bonds. Compute interest a bond earns if held to maturity.

ACCT. No.________

Deposited by

Name____________________

Address__________ Date__________

YPSILANTI BANK

	Dollars	Cents
Cash		
Checks		

Ypsilanti Bank

____________19____

Pay to
order of____________________$______

____________________________Dollars

____

DATE	WITHDRAWAL	DEPOSIT	BALANCE

#	Date	To:	Deposit	Amount	Balance

b. Compute car, fire and hospital insurance rates. Secure typical premium rating scales from insurance companies.

One-Year Rates per $100 of Fire Insurance
Frame house 40¢
Brick house 25¢

c. Teach how to compute income taxes. Order "The Teaching Taxes Program" from the U.S. Treasury Department, Internal Revenue Service, Publication #19. The kit contains student texts, teacher's guides, tax forms, filmstrips, instruction booklets for computing taxes, and enlarged tax forms which can be displayed on bulletin boards. Adapt lessons to meet individual needs in specific classes.

d. Study installment plans - time payments, down payments, unpaid balance, and carrying charge. Select newspaper advertisements for these lessons. Students may wish to compute interest rates for items they presently are buying on the installment plan. For example:

A freezer costs $309.50. The down payment is 12% of the cash price. Carrying charge is $22.50 monthly, and each payment is $18.50. How many payments must be made? The total cost of the freezer will be_____. Interest rate for the installment plan is _____

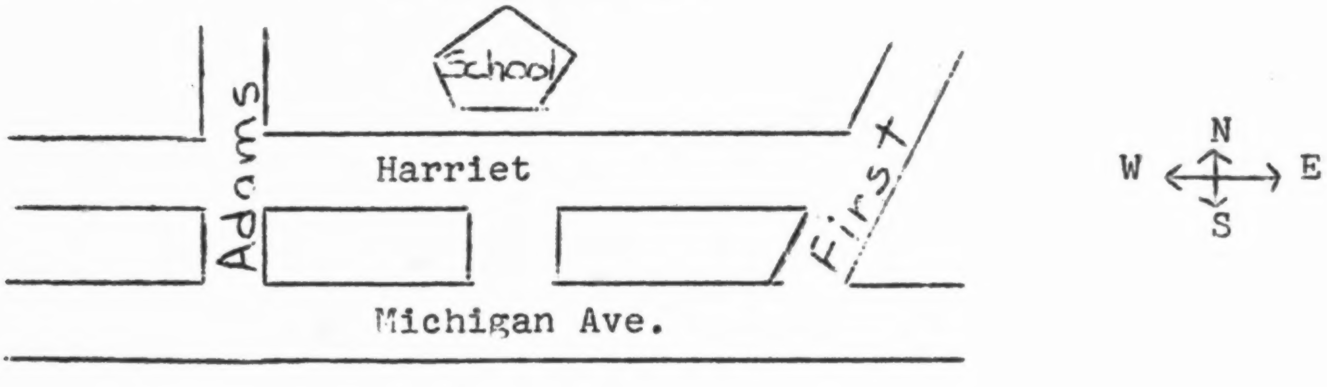
3. Learn to interpret fairly complex graphs, charts, maps, and scale drawings. Read time tables printed for Greyhound bus lines. A number of adult students regularly take vacations to visit relatives. They need to learn to find the departure and arrival time and number of miles to their destination.

MILES	STATION	AM	PM
0.0	Ypsilanti(EST)	8:25	
190.0	Chicago (CST)		7:31

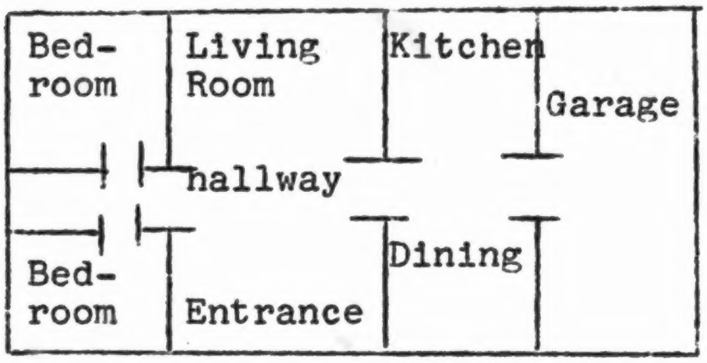
What is the meaning of EST and CST? Display a large U.S. map which divides standard time zones. All have friends or relatives living in other states. Pupils select several states and find the time differences for each. For example:

Ypsilanti, Michigan	Kansas City, Missouri
2:00 PM	1:00 PM (one hour behind us)

Study local city and neighborhood maps. Learn directions. In what direction does Harriet Street run?



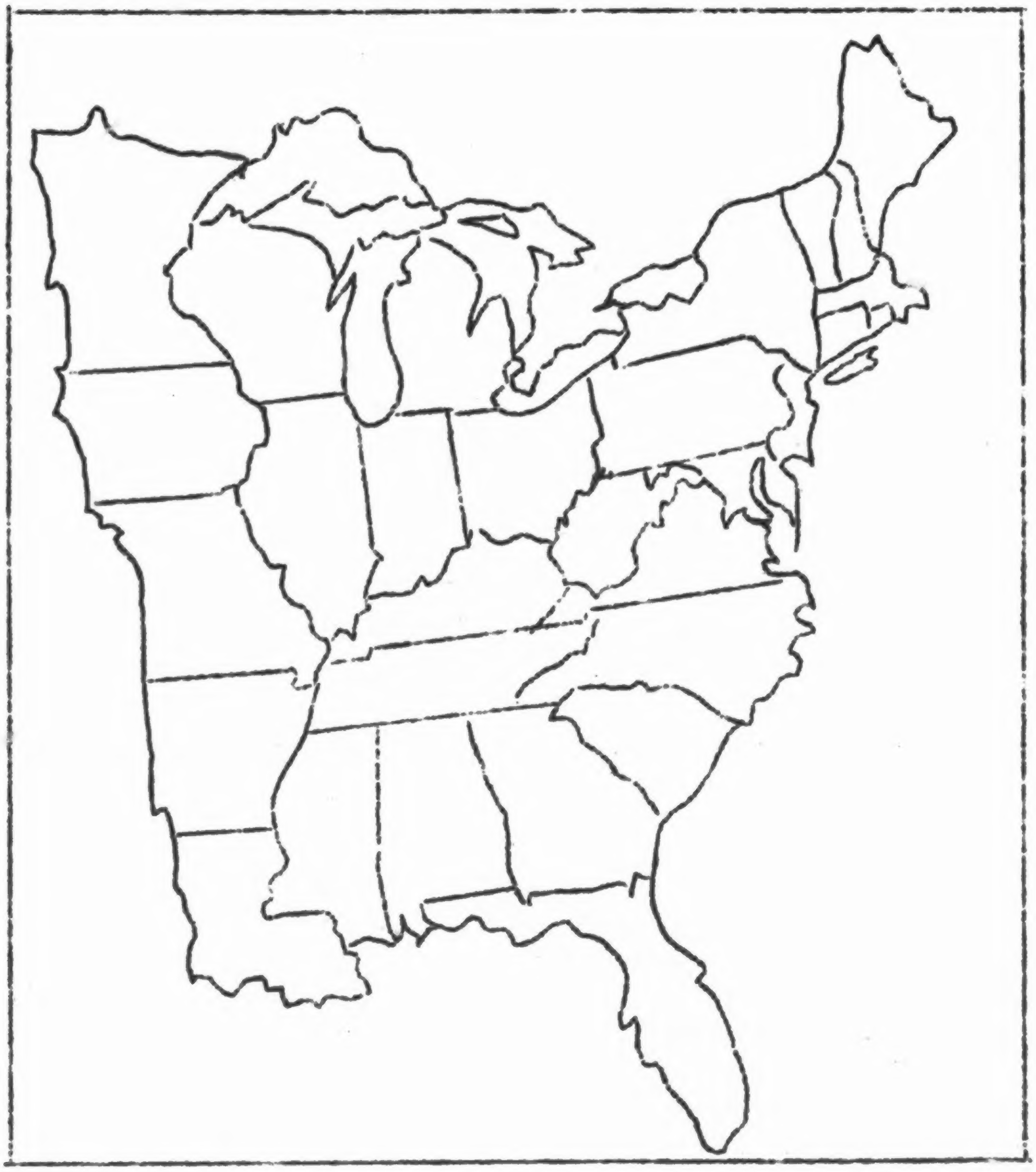
Scale drawings illustrate the concept of dimensions smaller or larger, but in proportion to the things they represent. Samples of floor plans for houses and trailers may be borrowed from local builders. Locate specific scale drawings in the dictionary or encyclopedia. Students should learn to interpret the scale accompanying each picture and compute the dimensions.



1 inch = 12 feet

½ inch = 10 feet

Maps are also scale drawings. Pupils find the key and use it to determine distance in miles between two points. Those planning auto trips should learn to outline the route, marking highway numbers they'll follow.



Prepare worksheets and questions for map study. For example:

1. Compute the number of miles from Detroit to Chicago.
2. Which highway would you take from here to Chicago.
3. What states would you travel through on an auto trip from Michiga to Florida.

ARITHMETIC VOCABULARY

Terms relating to mathematical concepts are not taught and spoken only during arithmetic lessons. These words are common in everyday conversation. Students must incorporate these words into their own vocabularies and use the terms correctly. "Hudson's in Detroit has sixteen stories." "We need to buy a five pound bag of sugar and two pounds of coffee for class." Asking pupils to define the arithmetic terms themselves helps them understand the meanings and uses of the words.

Beginning Level	Intermediate Level	Junior High Level
	SIZE AND WEIGHT CONCEPTS	
more--less	double	contents
big--little	average	net weight
long--short	reduce	surface
large--small	fractions	volume
many-few	amount	capacity
heavy--light		dimensions
high--low		estimation
tall-short		scale illustration
all--some		
none		
	LOCATION AND DIRECTION	
under--over	center	miles
bottom--top	edge	distance
first--last	story (floor of building)	
middle		
above--below	north	
far--near	south	
in front of	east	
behind	west	
begin--end		
beside--around		
left--right		
	TIME AND SPEED	
day--night	half-past	AM--PM
today--yesterday	quarter-past	standard time zones
noon--afternoon	second	
slow--fast		
day--week		
month--year		
minute--hour		
today--tomorrow		
morning--evening		

WORDS WHICH DENOTE QUANTITY

full-empty
half--whole
cupful
glassful
spoonful
many--few

length--width
distance
mile
depth
height
dozen
inch--foot
year
one-third
one-fourth
part of (fraction)
ounce--pound--ton
liquid--solid

depth--width
tenths--hundredths

COMPUTATIONAL CONCEPTS

plus
minus
add
subtract

group, grouping
borrow
difference
remainder
times (x)
times table
once--twice
multiply--divide

two place numbers
product
remainder

MONETARY TERMS

penny
nickle
dime
quarter
half dollar
coins, change

spend--save
price--cost
admission
cash--charge
check
account

value--worth
earnings--wages
rate--per hour
sales slip--receipt
decimal point
consumer
tax rate--sales, income
deductions--exemptions
budget
finance
social security
retirement
interest rates
installment
unpaid balance
carrying charge
money orders
checking--saving
insurance premiums
deposits--withdrawals
stocks--bonds
discount
credit rating
security

VOCATIONAL PREPARATION

Reliable, steady employment is necessary for a family's livelihood. Typically the undereducated adults are the last hired and first fired. They lack skills required for most of today's jobs. Many cannot take advantage of vocational training programs because of their limited education. Literacy classes can help adults acquire academic and social skills which will enable them to become more employable. These classes may mean future employment for the unemployed and opportunities for better jobs for the employed. Acquiring skills of literacy prepares individuals for vocational training programs. These skills will help others maintain and succeed in their present jobs.

The content of subject matter and skill exercises presented in literacy classes needs to be vocationally oriented. Through reading, writing and arithmetic lessons, adults acquire skills and knowledge which better prepares them for everyday living. Lessons are planned to teach basic academic skills. The teacher must remember academic skills are not taught in isolation; all lessons must practically relate to the learner's immediate daily needs.

Occupational concepts and attitudes are taught, nurtured and developed through carefully planned and implemented literacy class experiences. Adult students learn to explore jobs, develop traits and qualities required for employment, locate jobs, prepare for interviews, and plan for employment.

VOCATIONAL CONCEPTS IN THE ADULT BASIC EDUCATION CURRICULUM

A. Explore the work world.

Discuss the changing nature of employment. What jobs are in demand today? What has modernization done to affect our lives in terms of employment and family living? Why are many workers being replaced with machines? Which require skilled workers? Unskilled?

1. Read newspaper want ads for a listing of jobs. Note the skills and education needed for each. How are jobs listed in the want ad section? How are they classified?

2. Pupils should write three or four lines about each of the job titles found in the paper. (Select jobs for which they might qualify). This may be a group exercise at the chalkboard or individual exercises on paper.

ASSEMBLYMAN

The assemblyman works in a factory.
He works on the assembly line.
The assemblyman must work fast to keep the line going.

3. Spelling words may be taken from the listing of jobs. Define words for vocabulary development and use in oral and written exercises. Separate words into syllables. Underline suffixes added to change word meanings. Circle smaller words within each word.

brick/la/yer
car/pen/ter
cus/to/di/an
han/dy/man

la/bor/er
as/semb/ly/man
house/kee/per
tool and die mak/er

A bricklayer is a __________ worker.

Ford Motor Company needs an __________.

Group the job listing into skilled and unskilled types of employment.

4. Arithmetic lessons may include computing the daily and weekly wages of certain jobs by using the hourly rate for each as listed in the newspaper. The assemblyman begins at $2.60 hourly. Multiply to find daily and weekly wages.

B. Develop work habits and attitudes.

Discuss favorable habits and attitudes employers look for in employees. List these as students dictate.

Habits

go to work on time
work regularly
do whatever work you're supposed to do
be friendly to the other workers
treat the boss with respect
follow all work rules
always do the best you can
dress neatly

Attitudes

want to work well
like to work
be happy and cheerful
take advice and criticism from the boss

1. Select several words for vocabulary development and spelling. Words from the preceding list should include: time, late, absent, boss, friend, respect, rules, neat, responsible, advice. Pupils define these and use in oral sentences. Individual experiences may be told and written to further illustrate the importance of favorable work habits. Some may tell of past experiences of losing jobs because of their carelessness, frequent absences, poor appearance, and negative attitudes.

2. Talk about problems which may arise at work: (a) poor conditions, (b) unrealistic boss, (c) dishonest co-workers. On occasion such problems exist and employees quit because they feel nothing can be done to correct the situation. List possible steps employees may take if they encounter similar problems.

a. Learn about the company policy before you accept a job.

b. Most employees belong to a union. Talk to your union committeeman (representative) about poor conditions.

c. If your boss is unrealistic and expects too much work from you, talk to other employees who may have the same problem. Discuss this with your union committeeman.

d. First look at yourself for you own possible failures before complaining about co-workers. Give others the benefit of the doubt.

Employ role playing in class as one method of helping pupils learn employers are human. Make up hypothetical problems involving an employee and employer. Students take turns playing the part of the employer. Once they act out the situation and have a problem solving discussion with the class, the conflicts may begin to appear minor.

3. Point out the relationship between employment habits and daily living habits. Ask students how good work habits influence a person's life? List these as they dictate and discuss.

a. A person who is cheerful, responsible and dependable at work is the same in other situations - school, church, family life.

b. One who works hard at his place of employment will do the same at home and school. He's the one with a neat yard, home in good condition, clean car, neat school work.

c. The worker who is friendly, treats others with respect, cooperates and does special favors for others is the person who has a happy family which respects him. This person has loyal friends. He is liked by everyone - co-workers, employers, neighbors.

C. Prepare for Employment.

1. Students explore occupations and realistically select jobs for which they may qualify. Ask them to list factors they must consider before choosing a job.

Personal Factors
age, sex
education
previous work experiences
qualifications required
physical abilities and disabilities
type of job wanted
reasons for wanting the job
interests
income
possibilities for advancement

Discover job opportunities. During class field trips to local business firms, ask pupils to look for as many job opportunities as possible. At the end of the trip, ask for a group listing of jobs they discovered. For example, a visit to the city newspaper office may introduce pupils to the following jobs. They may check those for which they qualify:

editor and his staff of writers
telephone operator
printers
clerical staff
delivery man ✓
maintenance man ✓
machine operator ✓
window cleaner ✓
night watchman ✓

Adults must learn to take a good look at themselves, evaluate their vocational skills and education realistically, and select jobs accordingly.

Teach the concept of dependence upon other workers (local, state, national) for daily living. Some help make goods, others provide services, and all consume goods and services. Talk about consumer goods and services in the Ypsilanti area. List these.

Produce Goods	Provide Services
Ford Motor Co. employees	cleaning & laundry
Garwood's employees	supermarkets
Paper Mill employees	hospitals
local farmers	schools, restaurants

Talk about new businesses being developed in the area. Apartments and homes are being built in Ypsilanti at a rapid pace. What jobs are being created by these new businesses?

2. Locate employment.

What sources can be used to find a job? List these:

newspaper want-ads
employment office
referrals from caseworkers and school counselors
"word of mouth"
window signs
unions

Purchase enough copies of the local newspaper for the class. Read the classified section to learn of job openings advertised that day.

3. Complete the job application.

Teachers should ditto copies of employment applications so pupils may first practice writing the information requested. In addition to reading and writing, a number of skills are required for completing application blanks - following directions carefully, printing neatly, supplying accurate information and asking former employers and friends for references.

Define the terms found on the application.

references
military service
marital status
work experience (previous, present)
reason for leaving
education (elementary, junior high, senior high, college)
social security
name (last, first, middle, maiden)
occupation
health, weight, height
address (street, number, city, state, zip code)
phone

Define directional terms found on the application.

describe briefly
print clearly
write your signature
circle
check
underline

The sample application on the next page may be reproduced and used periodically for class lessons.

APPLICATION BLANK

Date________________________________

Name________________________________Birthdate______________Sex__________
(Last) (First) (Middle)

Address____Phone________
(Street & Number) (City) (State) (Zip)

MARITAL STATUS (check one)

Single_____Married_____Widowed_____Divorced_____Separated__________

Wife's (or husband's) age_______Occupation__________________________

EDUCATION (mark highest grade completed)

1 2 3 4 5 6 7 8 9 10 11 12

Number of children______________Ages________________________________

WORK EXPERIENCE:

	Job & Duties	Length of Time	Name of Company	Reason for Leaving
Present Employment				
Previous Employment				

HEALTH:

Height_______Weight_______Eyesight (good, fair, poor) _____________

WORKING CONDITIONS:

1. What is your regular line of work?
2. What kind of work do you want?
3. Will you work a night shift?
4. If a union member, give name of union and local number.

REFERENCES:

	Name	Position	Address
1.			
2.			
3.			

Before an application can be completed, the applicant must learn to read the questions and directions. Study the words carefully.

a. Note word similarities:

describe - description
weight - height
sign - signed - signature

b. Match words with similar definitions:

fill in
school
location

place
education
complete

c. Underline words which have the same meaning as the first word:

job: bricklayer, occupation, work
wages: salary, hour, earnings
address: house, place, location

d. Match words with opposite definitions:

past
first
single

last
married
present

e. Complete sentences with the list of words:

work   employer   married

Marital status means being ________, single, divorced, or separated.
My former __________ was Mr. Smith.
I can begin _______ on February 1.

f. Group words into past, present and future tenses:

past	present	future
worked	work	will work
applied	apply	will apply
signed	sign	will sign

g. Change from present to past tense:

apply, complete, pay, print

h. Abstract certain parts of the application for practice exercises. Emphasize the importance of neat, clear handwriting.

(1) Include only:

Name____
(Last) (First) (Middle) (Maiden

Address____
(Street & Number) (City) (State) (Zip)

Telephone____
(Home) (Business)

(2) On another day include only work experience portion:

	Job & Duties	Length of Time	Company	Reason for Leaving
Present				
Past				

i. Lastly, students should complete the entire application blank. This will be difficult for many, so lessons must be varied to maintain interest. The same information requested on a job application blank may be asked for on other forms, such as those for loan requests, social security applications, and the like.

4. Prepare for a job interview.

Discuss telephoning, asking in person, and writing for an interview. Role playing could illustrate the first two methods. Practicing writing short business letters requesting time for an employment interview may be helpful. Ditto worksheet exercises with the correct business letter format.

Street Address______________________
City, State__________________________
Date________________________________

Ford Motor Company
Personnel Services
Ypsilanti, Michigan

Dear Sir:

X____
_________________________.

X_________________________.

Sincerely,

____
(signature)

------------------

Discuss personal preparation for the interview, once an appointment has been made. Write suggestions on the chalkboard as students dictate:

Personal Preparation

Dress neatly
Learn name of person you'll be talking to.
Try to recall all of your past work experience.

During the Interview

Be on time.
Shake hands.
Listen carefully.
Answer questions briefly and honestly.
Just answer what he asks.
Avoid talking too much.
Say "thank you" at the end.

Practice several interviews in class. Some students are interviewers and others are prospective employees. Discuss good and weak points of each interview situation. Talk about the possible questions the interviewer will ask prospective employees. As the class supplies questions they've been asked during interviews, write them on the board.

Why do you want this job?
Where did you work before?
Why did you leave these?
Why do you think you'll like this job?
How far did you go in school?
What do you do in your leisure time?
Do you have children?
Is there someone who cares for them while you're at work?
What wage did you earn at the last place?
Was it enough to live comfortably?
How is your health?
Are you sick often?
When can you begin work?
Do you have certain plans for the future?
Do you expect to live in this area for some time?

D. Government Regulations

1. Worker's Protection.

Teach the concept that employees are protected by certain laws. Can any think of such laws? List them.

Minimum wages
Workmen's compensation
Civil Rights legislation for equal opportunity and
  fair working practices

Vocabulary and spelling words should be selected from the group discussion. Define words and use in oral and written exercises

minimum
fair practices
minority
nationality
religion
compensation
Supreme Court
injury
laws
discrimination

a. Match opposite word meanings:

minimum	unfair
minority	majority
fair	least

b. Match words having similar meanings:

minimum	payment
wages	the least
compensation	earnings

c. Circle smaller words found within each word. Divide words into syllables.

fair ma/jor/i/ty com/pen/sa/tion

d. Check comprehension by asking for either oral or written answers.

If a worker is hurt on the job he gets ___________.

Civil Rights laws protect against _____________.

The ___________ Wage Law makes sure everyone is paid at least a certain amount of money.

2. Social Security.

Define Social Security. Who is eligible for Social Security benefits? List: survivor's, old people, disabled, unemployed. Use free teaching aids and pamphlets prepared by the Social Security Administration. As a group, read descriptions from "Joe Wheeler Finds a Job and Learns About Social Security", a small pamphlet published by the Social Security Administration. Students should realize both employees and employers pay a certain amount monthly towards the employee's retirement, insurance if a worker is disabled, and for medical services after age 65. Select words from the reading lesson and class discussion for vocabulary development and spelling. Define words as they are encountered in the article. List on the chalkboard. Students should divide words into specific groups.

People
old age
survivors
widow
retired
disabled
crippled
blind
dependent

Monetary Terms
benefits
insurance
support
public assistance
payments

a. Build words:

insure
insured
insurance

retire
retired
retirement

assist
assisted
unassisted
assistance

dependent
independent
dependable
depended

b. Note similarities in words:

insurance
assistance

payment
retirement

account
amount

c. Match words having similar meanings:

assistance
blind
retirement

disabled
unemployed
help

d. Underline words having opposite meanings:

child: independent, dependent
payments: benefits, spending
public: private, free

e. Check comprehension through sentence completion and yes and no questions.

Social Security benefits are for retired people and __________.
A child is a ________.
We pay towards Social Security through __________.

Only retired people are eligible for Social Security benefits. yes___no___
Social Security benefits are paid once a year. yes___no___
My Social Security identification is my name. yes___no___

Learn how to obtain a Social Security number. Invite a local representative from the Social Security Administration Office to visit the class to answer students' questions. Practice completing dittoed applications for a Social Security number and for unemployment insurance.

Date______________
Name____ Birthdate__________
(Last) (First) (Middle)
Address____
(Street & Number) (City) (State)
Present Employment____
(Location) (Company)
Previous Employment:_______________________________________
(Location) (Company)

3. Labor Unions.

Discuss labor unions. What is a union? Why are these organizations in existence? What does the union do for the worker? What must union members do? Who are union officers? Members?

Unions:
Bargain for wages
(time-and-a-half, overtime)
Bargain for contracts
(work conditions, coffee breaks, vacations)
Bargain for benefits
(retirement plans, sick-pay, hospitalization, medical services, job security, life insurance)

Members:
Pay dues
Attend meetings regularly
Vote for committeemen
Pay initiation fee
Obey the union contract & company policy (i.e. strikes)

Unions:(continued)
Represent employees
Listen to employee's complaints & grievances
Provide educational services
Protect employees

Union Officers:
National-state-local officers
Executive board
Committeemen
Local union manager
Local business representative
Education director

a. Select words from the preceding list for spelling. Define words clearly. Divide into syllables and circle smaller words found within each word.

bar/gain/ing con/tracts ben/e/fits

b. Recognize differences in spellings and opposite word meanings.

collection, collective
complain, complaint
advantage, disadvantage
ability, disability

labor-management
open shop-closed shop
trade-craft
independent union-company union

c. Note similarities in words and word meanings:

hospitalization
condition
initiation
protection
education

fees-dues
strike-picket
grievance-complaint
organization-union
services-benefits

d. Write individual or group experience stories about labor unions. Include words from the spelling list. For example:

JOINING THE UNION

When I first started working at the Ypsilanti Ford plant, I paid a union initiation fee. The money came from my paycheck. Every laborer at Ford's is in the union. My union dues is taken from my paycheck. This is a card they gave me when I joined the union.

e. Underline correct plural form of the first word:

fee: feese, fees
benefit: benefits, benefites
complaint: complain, complaints
strike: strikes, stricks

f. Underline correct past tense of the first word:

pay: payed, paid
strike: striked, struck
bargain: bargained, bargaining
join: joint, joined

g. Study abbreviations and words they represent.

UAW	United Auto Workers
AFL - CIO	Amer. Fed. of Labor-Congress of Indus. Organ.
S.S. No.	Social Security Number
App. No.	Application Number
Init. Fee	Initiation Fee
Pay't.	Payment

h. Practice completing an application for union membership. Make certain the application contains abbreviations studied.

Date______________

S.S. No.__________

App. No.__________(to be completed by office)

Name____

(Last) (First) (Middle)

Address____

(Street & No.) (City) (State)

Employment____

(location) (starting date)

Job Classification____

Circle Job Shift: Days 7 - 3 Afternoons 3 - 11 Midnights 11 - 7

Init. Fee $_____________________Pay't. Mo.__________________________

i. Invite a local union representative or committeeman to visit the class to serve as a resource person. Ask the representative to briefly discuss the development of labor unions, how and why unions bargain with management, and how members' dues is used to pay for employees' benefits. Provide time for students to ask questions.

PREPARATION FOR COMMUNITY AND FAMILY LIFE

The undereducated adult lives in a world of isolation, frustration and confusion. He cannot understand the world around him. He is unable to read a newspaper or to vote. Securing regular employment is difficult. The young mother hesitates to visit her children's school for fear teachers will recognize her ignorance. Usually an illiterate person feels inferior. He is sensitive about his lack of education and takes great pains to conceal the fact he cannot read or write. He feels at a disadvantage because he can't participate in activities like others. He feels like a second class citizen.

Literacy classes serve as a means of introducing the undereducated adult to his community. The content of subject matter and class experiences must orient the student to community living. Class experiences should help the adult become a better citizen. He can acquire skills which will enable him to: (a) vote intelligently, (b) participate in community organizations, and (c) accept his responsibilities of being a citizen. Helping the adult student develop favorable attitudes and concepts towards citizenship and family living will enable him to: (a) understand and make use of government services and privileges, (b) take an interest in his community and government, (c) take pride in his home and family, and (d) develop self-respect.

The adult student learns about citizenship, government, responsibilities and privileges of citizens, community life, current events, health and safety, and family life and management through academic lessons, skill development exercises and class activities. Field trips, class visitations and social experiences expose students to their community as well as to their duties as citizens.

A. Family Responsibility

Discuss the meaning of family responsibility. Is it sufficient to only "bring the pay home"? List students' definitions of family responsibility on the chalkboard.

provide a clean home
provide a safe home
provide food and clothes
keep healthy
keep home in good repair
get along with everyone in the home
keep a happy house
help your children
teach your children at home
  (discipline, school lessons, how to help around the house)

Each topic should be discussed in detail. Guest speakers, filmstrips, movies and pamphlets will supplement the discussions and make them more meaningful.

1. Home Safety

Invite a fireman to class to discuss home accident and fire prevention. Generally posters are supplied by the local fire or health department. These pictorially illustrate safety concepts. Encourage students to make certain their own homes are safe. They should check wiring outlets, electrical appliances, heaters, furniture and curtains too near heating units. At a later date ask if such items have been checked at home. As a class, prepare a checklist on the board of safety precautions which should be taken at home. Ditto a copy for each student.

Items at Home	Needs Repair	OK	Date
stairways			
bathtub			
safe ladder			
throw rugs (non-skid?)			
outside steps			

Select new words for vocabulary development and spelling. Define the following and divide into syllables.

pre/ven/tion   pre/cau/tion   e/lec/tric

Note common word endings.   Suffixes change word meanings

prevention	precaution	safe	safety	safely
stairways	hallways	wire	wiring	
management	department	apply	appliances	

Check comprehension; underline the correct answer.

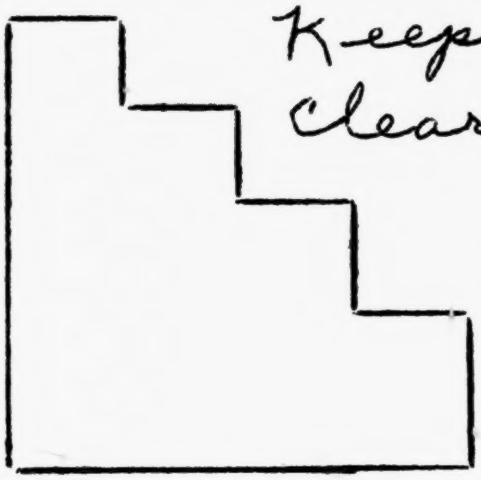
(Faulty, correct) wiring is a common cause of fire.

(Clear, Cluttered) stairways cause falls.

(Non-skid, Skid) throwrugs are best.

Students may wish to make small booklets which illustrate home safety concepts. They may copy pictures but compose their own sentences or paragraphs accompanying each illustration.

Keep a small fire extinguisher at home.



Keep steps clear.

2. Emergency First Aid

A fireman or a local health department employee should demonstrate simple emergency first aid techniques. After the demonstration provide time for a question period and for students to practice some first aid methods. Common emergency problems should be discussed - injuries, bleeding, burns, fainting, stopped breathing, poisoning, unconsciousness, heart attacks. As a group, discuss basic steps which should be taken for each emergency problem. List these on the board. Later students may make a dittoed first aid booklet for themselves. The emergency steps should be clearly and simply written and may be illustrated by students. For example:

Fainting

1. Put person on his back.
2. Put cold cloth on his face.
3. Keep him warm.
4. Call a doctor.

Practice phoning for an ambulance, fire department, police and health services. Students locate numbers in the telephone directory and write them on a small paper which should be taped to home phones.

Police	______________	Ambulance	______________
Fire	______________	Doctor	______________

Use role playing to make practice emergency phone calls. Pupils evaluate themselves in terms of clear speech, volume and directions (address) given. Discuss what to do before the doctor or ambulance arrives. Home remedies should be discussed and evaluated.

Teach basic first aid terms: poisoning, drowning, artificial respiration, breathing, bleeding, injury, victim fainting. Define words as they are encountered in reading materials. Study the terms carefully.

Change words to "ing" form: How has the meaning changed?

faint, bleed, drown, poison, move, bite, lie, choke

Use correctly in sentences:

An injured person should not be (moved, moving).
Keep an injured person (lie, lying) down until help arrives.
Always (telephone, calling) a doctor as soon as possible.

Students help compose a list of words and phrases related to first aid. Group words into specific categories. Words pertaining to:

emotion
- fear
- calm
- upset
- frightened
- nervous

behavior
- panic
- hurried

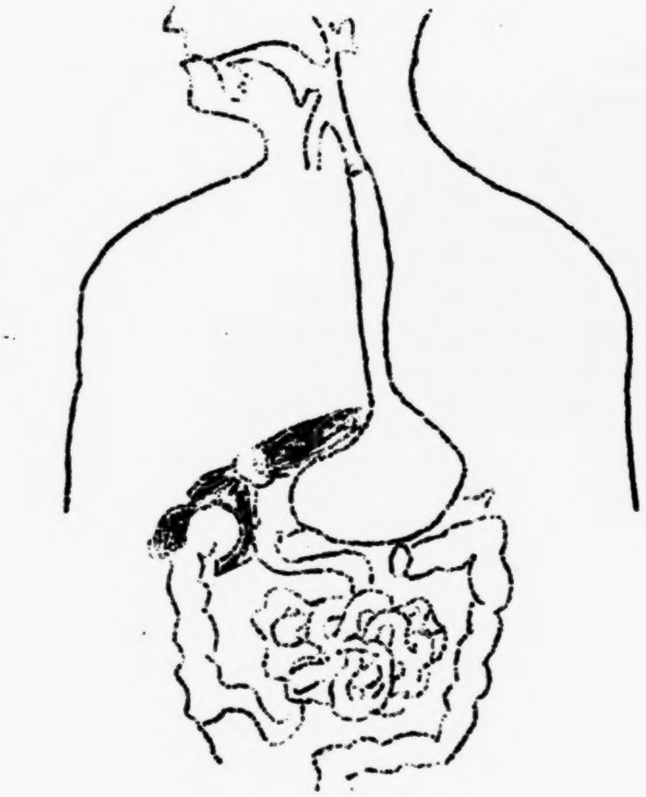
action
- examine patient
- summon help
- avoid movement
- reassure patient
- act fast

Each student should make his own first aid kit to keep at home. Ask what basic supplies should be kept in a kit. List these: scissors, tape, gauze bandages, bandaids, small bottle of iodine, box of safety matches, and a small flashlight. As a group, visit a nearby discount drugstore to price the supplies. Compute total cost. If possible, pupils may purchase a minimum amount of supplies. If not, secure samples of such from the local health department. Sturdy shoe boxes may be secured and labeled "First Aid Kit".

Discuss common poisonous items at home - ammonia, medicine, kerosene, rat poison, insect spray, etc. Read the labels on the containers. Locate the symbol which means poison. Talk about keeping poisonous and flammable items away from children.

3. Personal Health - Body and Food

Secure a plastic "model man" with removable body parts, from the school audio-visual department. Students should learn the names of various parts of the body - intestines, stomach, liver, etc., and their functions. What happens to food once it's eaten? Trace the digestive process on the "model man" or a chart.



What foods are necessary to maintain health? Divide into 4 groups:

Dairy
- milk
- cheese
- butter

Meat
- fish
- pork
- beef

Vegetables & Fruit
- apples
- tomatoes

Breads
- cereal
- bread
- rolls

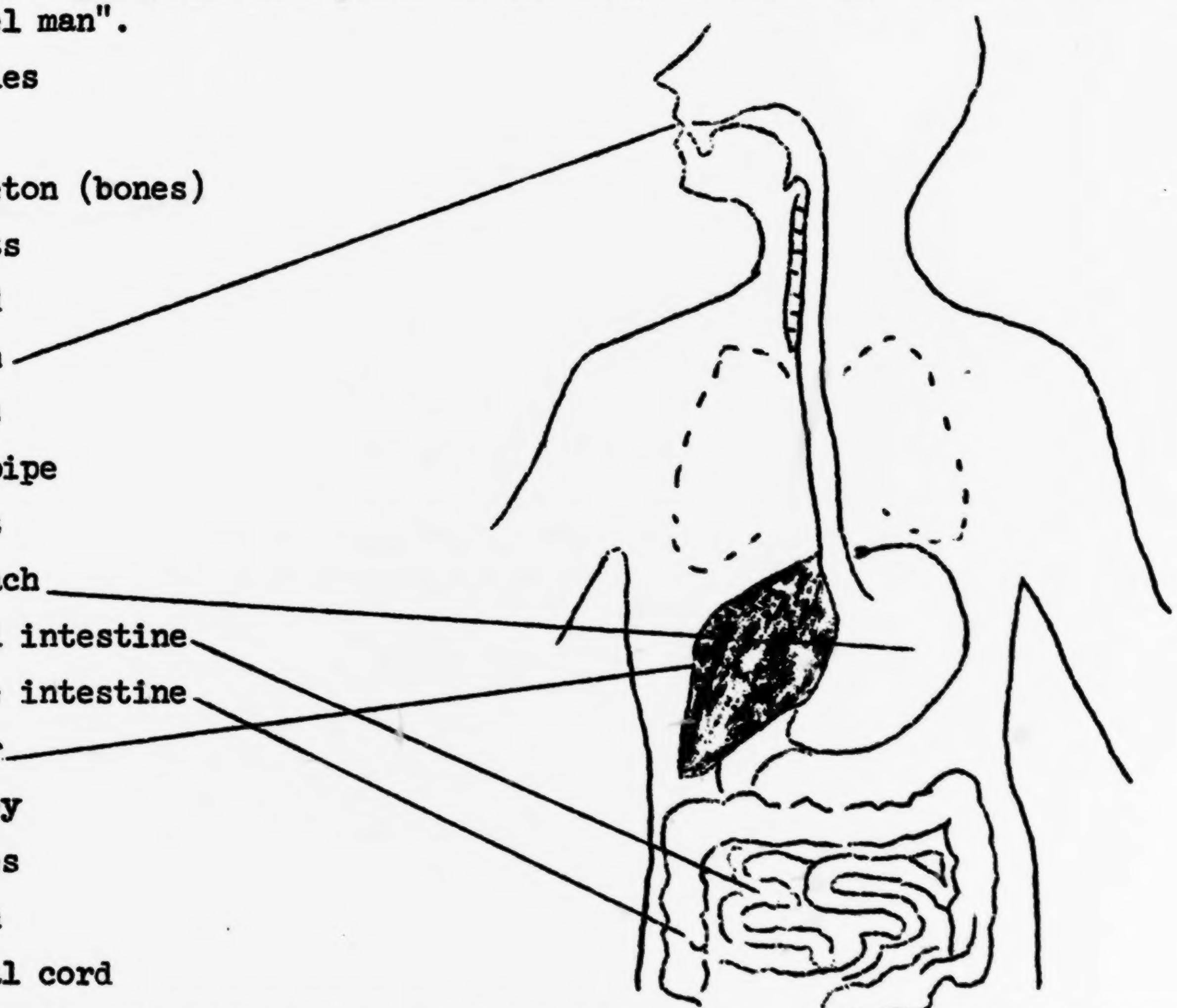
Pamphlets about nutrition and daily diets should be secured from the health department. Ask why a well balanced diet is necessary. Discuss how daily food builds teeth, maintains health, and supplies needed vitamins and minerals. Ask students to make a list of everything eaten for one day. Determine if the diet was well balanced. Emphasize that nutritious food is as important for children as adults.

It is important students realize nutritious food is not expensive. Wise buying is the key factor. Compare prices of basic goods in several local stores. Point out price differences in identical items at various stores.

Teach students how to check newspapers regularly for grocery ads. Help students determine savings made by buying groceries at sale prices. How can government food stamps be used to the best advantage?

On the chalkboard list parts of the body. Match the words to a chart of a "model man".

muscles
skin
skeleton (bones)
joints
blood
mouth
lungs
windpipe
heart
stomach
small intestine
large intestine
liver
kidney
nerves
brain
spinal cord



Ask pupils about functions of these body parts. Select a brief description and write it next to each word on the board. For example: skin - protects body, keeps in fluids; bones - body frame, support your body, protect body organs.

Students should group terms into specific categories:

Skelton	Respiration	Digestion
skull	nose	mouth
bones	lungs	throat
joints	"voice box"	stomach
	"windpipe"	liver
		small intestine
		large intestine

It is not important students learn technical terms for body organs and structures. They only need a basic understanding of the body structure and how it functions. Adult students are usually interested in the body and are anxious to learn about it. Provide as many visual aids as possible - plastic models, a skeleton, large charts, pamphlets and filmstrips.

Check comprehension of class discussions and related reading materials periodically. Only test information which is practical and meaningful to the student. For example: Match the sentence with the correct word or groups of words.

Food travels from mouth to throat to ____________.	brain
Bones support and ______________ the body.	fluids
Skin protects the body and keeps in ____________ .	stomach
The skull protects the ____________.	protect

4. Personal Health - Dental Care

Teach proper dental care including foods, brushing teeth, regular dental examinations, and preventing cavities. If possible, arrange a field trip to a dental clinic or dentist's office. Too often adults are afraid of dentists and fail to have dental care. Visiting a dental office may help to dispell some fears.

Display charts which show sets of permanent teeth. Point out how food particles act like an acid and dissolve teeth, resulting in cavities.

Dental kits for each student which include a toothbrush, toothpaste and a pamphlet illustrating proper brushing may be ordered free of charge from the American Dental Society.

Discuss ways of oblaining free or inexpensive assistance. Visit the dental clinic in Ann Arbor to obtain an approximate price list of dental services ($3.00 per filling, $2.00 for cleaning). Compare price differences at the dental clinic with dental services rendered at a private dental office.

5. Personal Health - Vision and Hearing

Eye and ear care may be demonstrated with large plastic models of eyes and ears, available through the audio-visual material department. Ask how eyesight and hearing can be protected? List these protective measures.

Eyesight

- good reading light
- eye examinations
- rest your eyes when they are tired
- wear safety glasses in factories
- keep sharp items away from eyes
- don't wear another person's glasses
- wear sunglasses only outdoors in bright sunlight, not indoors
- only wear glasses prescribed by an eye doctor, not from local stores

Hearing

- don't yell into someone's ear
- keep sharp items out of ear
- avoid hitting a person on the ear
- take hearing test

If students are interested in vision and hearing tests, hire the school nurse to administer them during a class session. On occasion adults fail to pass vision tests for a driver's license because of inability to correctly identify letters, not inability to see the letters. Practice reading rows of upper case letters commonly found on vision tests.

E T L P E D C O Z

6. Personal Health - Cleanliness

Discuss the necessity of personal and home cleanliness. What is the relationship between cleanliness and health? What materials can be used to insure household cleanliness? (disinfectants, rat poison, insect spray) How often should these be used? Where? Why? If a microscope or hand lens is available, examine bacteria.

Point out the necessity of cleaning fresh fruits and vegetables before eating. How can a buyer be certain he purchases clean, inspected food? Look for meat stamps and labels on dairy products (i.e., pasteurized milk). Discuss food processing (canning and packaging, freezing). Pamphlets from the health department should be given to female students who can and freeze foods. Certain cautions must be taken for food processing and the women should learn to do this properly so food ins't spoiled.

The washing and care of clothing is as important as body cleanliness. Women in particular should learn how to care for new synthetic materials. List some of these - dacron, nylon, rayon. Which are wash and wear? Which must be dry cleaned? Discuss the storage of clothing (place mothballs in wool garments), and simple clothing repairs. Female students may devise a simple chart to help them remember how to care for certain fabrics.

Fabric	Care and Cleaning
wool	dry clean only
cotton	machine wash and wear
dacron	machine wash and wear
nylon	hand wash, drip dry
orlon	hand wash, drip dry

Compare cost of professional dry cleaning services with the cost of do-it-yourself dry cleaning at a laundromat. How much money is saved when you do it yourself?

Professional cleaners		Self-Serve cleaners
1 dress	$1.80	12 lbs. of clothing
1 coat	$2.40	for $2.00

7. Personal Health - Child Care

Generally, adult students who are not parents have nieces and nephews who visit them regularly. Most adults are interested in learning about children, particularly how to train and discipline them and provide them with an education.

Discuss values held by parents. What do they want for their children in terms of discipline, training, education? What goals do they have for their youngsters? Help students learn to establish realistic goals.

Supplement all lessons with movies, filmstrips, pamphlets, pictures and field trips, whenever possible.

a. Infant Care

What do infants need? Food, clothing, warmth, love. Tell students about the importance of talking and singing to babies. Although the infants cannot understand words, they are learning to listen to sounds. Fathers, as well as mothers, must play with and talk to infants.

Providing immunizing injections and regular medical examinations for babies is expensive.

Questions	Answers
How can parents provide medical services for their children?	Well-Baby Clinic
Where is the Well-Baby Clinic?	Prospect Street
What is the cost?	None - it's free
Who is eligible?	All county residents
Who pays for the clinic?	Local and state taxes which provide the county health department
How can I register?	Locate telephone number in the directory
What questions are asked?	(Practice completing an information sheet for the clinic)

Information sheet for clinic

Date ____________________

Parent's names - Father ______________________ Mother ___________________

Address: ____________________________ Place of employment ______________

Child's name _________________________ Sex __________________

Birthdate ____________________________ Birth certificate: Yes_____ No_____

Born: ____

Hospital City State County

Check immunizations and shots:

Date _______ smallpox Date ___________ tetanus

Date _______ measles Date ___________ influenza

Date _______ polio Date ___________ whooping cough

Check illnesses child has had:

Date _______ measles Date ___________ impetigo

Date _______ German measles Date ___________ chicken pox

Date _______ scarlet fever Date ___________ mumps

Has child been seen by a physician? Yes ______ No ________

Dr. ___________________

Siblings:

Name	Birthdate
______________________	______________________
______________________	______________________
______________________	______________________
______________________	______________________

b. Child Growth

Everything parents provide and do for their children helps them grow and develop, both physically and emotionally. Ask for examples. A child loved by his parents feels secure and good about himself. Students list ways parents help children grow emotionally and physically.

Providing a child with:	Yields:
1. good food, regularly	1. a healthy child
2. an orderly home life (not too much fighting)	2. security
3. limits for behavior and appropriate discipline	3. an understanding for law and order, and a sense of security
4. love, attention and affection (read and play with children spend time with them everyday	4. a feeling of worth

Adults must realize they set examples for their children to follow. Parents who attend school show their children the value of an education without telling them. If parents respect each other and their children, then youngsters will respect them. Disciplining children and setting limits for them points out parents' love and concern for their children.

Read pamphlets and short magazine articles about child management. Pamphlets may be ordered from the National Education Association, and articles taken from "Parents", "Redbook", and "Goodhousekeeping" magazines. Select certain vocabulary words from the articles for spelling. Learn definitions for discipline, behavior, management, security and personal worth.

Role playing with one student playing the part of the parent and another a child helps to illustrate certain concepts and situations. Common problems parents encounter are those concerned with home and school discipline and teenagers' problems (dating, using the family car, curfew hours, studying). Discuss how parents can handle such problems. Who can lend assistance? Teachers, school counselors, family service counselors.

8. Family Living

Discuss the importance of "working and living" together as a family unit. What kinds of activities should families do together? List students' suggestions.

attending church
shopping
short vacations
day-long excursions (visiting relatives in a nearby city) (picnics)
studying
recreation (skating, swimming, parks)
attending school programs, movies

Pupils may use arithmetic skills to compute the cost of certain family outings. They must estimate transportation cost, admission prices, refreshments, etc. Point out that most family activities are free or inexpensive. The local Community Schools and City Recreation Department provide free family activities which include family swim nights, father and son basketball practice and teams, exercise, sewing and knitting classes for mothers and daughters, and family holiday picnics. Identify parks in the Ypsilanti area, swimming areas, skating rinks, and gymnasiums available to the public. Some adult education field trips should include students' families.

Ask parents to prepare their own family's weekly schedule of activities. Underline activities during which time the entire family is together. Circle activities which provide privacy for each one and allow for free time and personal growth.

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
church	school	school	school	school	school	house cleaning
dinner	(school for parents)		(school for parents)			washing
visiting	dinner	dinner	dinner	dinner	dinner	ironing
free time (TV, sports, etc.)		study		study	shopping free time	free time

Each person should evaluate his own schedule. He should ask himself three questions:

Am I giving my family enough of my time? Yes ___ No ___

Do we eat at least one meal (dinner)together? Yes ___ No ___

Does my family like to participate in activities as a group? Yes ___ No ___

Students who are not parents must also prepare a weekly time schedule for themselves. Each one must realize the value of a varied schedule which allows adequate time for work, relaxation, privacy, group participation, exercise and recreation.

B. Community Life

1. Rights of Citizens

Discuss the meaning of a "citizen" and "citizenship". Ask if citizens have certain rights and privileges. What are these?

Rights and Privileges

freedom of speech and religion
free education
life in a free country
opportunity to vote
innocent until proven guilty

Read or recite the "Pledge of Allegiance." Discuss the meanings of certain phrases such as "one nation, under God, with liberty and justice for all". Define "liberty" and "justice." Ask pupils to imagine living in a country which doesn't have freedom and justice. Are there such countries?

How do we know American citizens have certain rights and privileges? Are these rights written on paper? Ask basic questions such as: (1) What is the Constitution? (2) What is the Declaration of Independence? (3) Bill of Rights? Expect simple answers for these questions. If pupils don't know, provide basic simple explanations.

The Constitution is the law of the land. It guarantees the rights and freedoms of the people. The Declaration of Independence is a statement that "all men are created equal" and they have the right to life, liberty and happiness. These were written by men who helped start our country.

Discuss and list basic concepts found in Bill of Rights:

Freedom of religion, speech and press.
Right to trial by jury.
Right to hold meetings peaceably.
Right to complain.

Define "freedom of press". Emphasize things may be printed only if they are true facts. Discuss the "right to complain". This means you may complain to elected officers at the local,state and national level.

Skill Exercises

Select words from discussions and reading materials for vocabulary development and spelling. Such a list might include:

freedom
religion
speech
press
independence
liberty
justice
protect
equal
Constitution
Bill of Rights
guarantee
complain
meetings
jury
trial

Locate and identify words with synonymous meanings:

liberty – freedom
rights – privileges
guarantees – insures

Identify words with common prefixes and suffixes. Think of additional words to add to the list.

disown
resell
prepaid
dependable
depository
announcement

Compose short paragraphs about citizens' rights and make dittoed copies for the class. For variation, students, either individually or as a group, may write descriptive paragraphs. For example:

The Bill of Rights

The Bill of Rights is written as part of the United States Constitution. The Bill of Rights protects our freedoms. The Bill of Rights guarantees: (1) Freedom of Religion, (2) Freedom of Speech, (3) Freedom of the Press, (4) Freedom to have meetings, and (5) Freedom to Complain.

Determine comprehension with reading and writing exercises.

(1) The Bill of Rights __________ the rights of the people.
(2) Five freedoms in the Bill of Rights are:

Freedom of ____________
Freedom of ____________
Freedom of ____________
Freedom of ____________
Freedom of ____________

(3) The Bill of Rights is found in the U.S. ____________________.
(4) The letters "U.S." mean ____________.

2. Responsibilities of Citizens

Previous discussion and lessons have helped students understand they have certain rights which are guaranteed by the Constitution. Is there anything a citizen must do in return for his guaranteed rights and privileges? What responsibilities do citizens have?

Be loyal to your city, state and country.
Obey laws.
Vote during every election.
Pay taxes.
Serve on a jury, if asked.
Protect your country by joining the army.
Work for your city.

Discuss each responsibility in detail. Define unfamiliar terms. What is the meaning of "loyalty to one's country"? How are each of us loyal to America? List ideas.

We work for a living.
We support the country by paying taxes.
We drive safely to protect citizens.
We read and listen to the news about America.
We vote regularly.

Skill Exercises

Classify vocabulary words from readings and discussions into specific groups. Ask pupils to think of words which are associated with or related to the following headings.

Citizens' Responsibilities

Vote	Pay Taxes	Show interest in your city
register	property	obey laws
elections	sales	join clubs
voting machine	state	attend school

polls
ballots
candidate
party
representative

national
support
deduct
withhold
tax form

serve on jury
be responsible
read local newspaper
improve your town

Think of other words which have the same meaning as these:

support	(pay)	obey	(follow)
citizens	(people)	serve	(help)
tax	(money)	city	(Ypsilanti)
deduct	(withhold)	join	(participate)
state	(Michigan)	improve	(make better)

Read paragraphs written by the teacher. Define unknown words.

> A citizen has many responsibilities. He must register to vote and vote regularly. He helps make better laws for his country by voting carefully. A citizen pays taxes; taxes for property, sales, and income. He joins civic organizations. The citizen works to improve his community.

Note the underlined phrases and terms in the paragraph. List separately on the chalkboard. Ask students how these ideas may be expressed in other ways.

many responsibilities	(many duties)
joins civic organizations	(becomes a member of city groups)
improve his community	(make his city and neighborhood better)

Adult students must have some understanding of government and learn how they may participate in civic organizations, become responsible citizens, and make use of community resources and services.

a. Voter Registration

As a group, visit the Ypsilanti City Hall and talk with the City Clerk. What are the qualifications for voting? Age, residence, registration. Those who have not registered to vote should do so at that time. Before the field trip ask others who have registered to tell the questions which are asked of registrants:

Name (spell it aloud), address, date one moved to this area, type of housing (rent or own home), property owner, employment and previous registration to vote in another area. What is the oath each registrant must take? "I swear the above information is accurate and correct." Lastly, a registrant must sign his name at the bottom of the voter registration card.

b. Voting

How does voting help protect our democracy in the U.S.? What does voting mean? How is each voter expressing his will by voting? What steps must be taken for voting?

Register to vote.
Study about the elections.
Read about issues and listen to candidates.
Choose them carefully.
Go to the poll nearest your house.

Give your name and address at the desk and sign a card.
Study the voting machine first.
Pull the levers underneath the name of the person you are electing.
When finished, pull the big handle at the bottom to open the curtain.

Where do citizens find information about issues and candidates? Recall the recent presidential election. How did the public learn about the election?

Newspapers
Radio
Television
Speakers
Magazines
Pamphlets and advertisements put on cars and sent to homes
Posters on telephone poles and in store windows

Students should become familiar with a voting machine. Sample ballots and machines may be used at the League of Women Voters and at local Republican or Democratic headquarters. Visit one of these places to give pupils a chance to practice using the voting machine. A representative from one of the organizations should provide basic instructions and answer students' questions.

Once a citizen has voted, his duty has not stopped. What follows voting? How can one make sure the candidate he helped elect is doing what he promised?

Read newspapers
Read newsletters elected officials send to their constituents.

If you think he is not doing too well, what may you do?

Write letters to him
Give suggestions to him
Vote for another person next time

Just before elections, sample ballots are printed in local newspapers. Provide students with copies of these to study before going to the polls.

Skill Exercises

Select terms from class discussions for vocabulary development. Include the following:

pamphlet
advertisement
information
issue
fact
machine

register
poll
vote
duty
election
candidate

Add suffixes to change meanings: elect, elected; election, electing; register, registered, registration.

Change from singular to plural form: pamphlet, pamphlets; duty, duties; poll, polls.

Think of words which have synonymous meanings: pamphlet (brochure, handbill, booklet), duty (responsibility, job), fact (truth, statement).

Complete sentences with words from the spelling list.

A citizen should _____ in every election.
To vote you must be _____ 21.
Before voting, a citizen must _____.
In Ypsilanti, register at the _____ Hall.
A citizen votes at a _____ near his house.

c. Civic Organizations

Define civic. Where have you seen this term? Lansing Civic Center, civics which is a high school subject, and in the local newspaper's regular column "Civic Meetings". Ask pupils to identify local organizations and governing units. Check those you might possibly join. List these on the board.

Ypsilanti school board
Ypsilanti City Council
School PTA groups
Church clubs for men, women and children
Local labor union groups
Lion's Club, Kiwanis, Jaycees

Attend a meeting of a local public school board of education. Select a session which will cover topics of interest to the students. Prepare for the field trip by discussing purposes of the board of education, how members are elected, and the responsibilities of the board members. List the qualifications required of board members.

Age, 21 or older
Registered voter
Property owner

Ask if pupils recall the last time they voted for the board. Can they identify any members by name? Point out that board members are from all walks of life; lawyers, barbers, business men, bankers, and the like.

After the visit, talk about the officers on the board. How are they chosen? Why are officers needed? Which one conducts the meeting? Compare these positions (president, vice president, secretary, treasure) with clubs to which students belong. What officers are in their organizations? Ask pupils to list other groups or businesses which have presidents, vice presidents, secretaries and treasurers.

Local banks
Companies (Ford's, General Motors)
Government (national)
Labor unions (national, state and local levels)
School PTA groups

What other titles are given to group leaders? The term "president" is only one title. Other leaders with similar responsibilities are: mayors, bosses, chairmen, rulers, chiefs, principals, and managers. Besides schools, what other organizations and firms have elected board members? Churches, companies, the city, township board of supervisors, and labor unions.

As a group project or an individual assignment, write letters to the local board of education members. Some students may merely wish to thank the board for providing classes so adults can get an education. Others may write to provide suggestions or ask questions about school matters which concern the public. A common problem which generally affects the adults is the bussing of their youngsters to schools outside of the neighborhood to provide racial balance. Teach the concept that we have the freedom to complain and can do so through proper channels. In addition, point out the courtesy of complimenting public servants for their good deeds and dedication. Students must learn people are not always rewarded financially. Many enjoy serving the public and feel a responsibility to do so. Emphasize these public servants (board of education and city council members) are not paid for the time and energy spent helping the public.

Attend a city council meeting. Identify council members by name. How are they chosen for the council? Who votes for council members? Define duties and responsibilities of the council. What officers are chosen within the council? Who presides?

Preparation for this visitation may include showing a filmstrip about city government, looking at pamphlets and ads distributed by candidates for the council during the last election and reading news articles about city council discussions. Talk about those decisions and subjects which affect the adult students. Examples include:

City Housing ordinances
City Road Repair
Curbs and Gutters
City Building codes
Recreation facilities

If pupils are interested, they may write letters to council members to complain about certain conditions, ask for assistance with particular problems (i.e. road in front of your home has deep holes) and to compliment the council for its efforts in improving the city.

Skill Exercises

To develop vocabulary, choose familiar and unknown terms from the class discussions, filmstrips and news articles.

civic improvement
civic organizations
membership
local community
city council
board of education
clubs, groups
government (local, state, national)
share ideas
friednship
brotherhood
democracy
president
officer

Underline the words said by the teacher.

(1) office, officer
(2) city, civic
(3) club, city
(4) democracy, democrat
(5) membership, members
(6) improvement, improve

Make new words by adding these endings.

ing	d or ed	r or er
elect ing	vote d	office r
read	live	help

Underline the right ending.
(1) The board of education is for the city.
the schools.

(2) Board members are elected.
paid.

(3) The city council is elected.
paid.

Circle the right answer.

(1) Only men are on the city council. Yes No
(2) A woman can be elected to the council. Yes No
(3) Council members are called senators. Yes No
(4) The public may go to council meetings. Yes No
(5) I could be elected to the city council. Yes No

Parents of school children should attend PTA meetings regularly. To reduce fears and hesitations about attending these group functions, arrange for your adult class to serve refreshments one evening after the PTA session. Afterwards discuss the meeting procedures with the class. Ask about the purposes of PTA meetings. How can a parent's attendance help his child? Invite the PTA president to class to discuss the meetings and the agenda for the remainder of the year. Question if the class, as a group, may help with some aspect of fund raising projects and school programs. As students learn to participate in the organization's activities and establish friendships within the PTA, they may begin to feel comfortable at school. Later they will attend parent-teacher conferences and school functions by themselves.

d. Know your community.

What services are provided in Ypsilanti to help its citizens? Display picture posters from various local service agencies. Discuss the action and meaning of each. Are these services? Identify.

Employment
Health
Welfare
Schools
Protection (fire, police)
City Departments (recreation, water)
Planned Parenthood
Library

Discuss each service separately. Identify the location of each, times open daily, the services rendered, and how to use these services. Arrange for a class visit to each agency.

Skill Exercises

Students may make small booklets titled "Community Services". The information included about each service must be practical and related to students needs. Reading, writing and arithmetic skills will be developed and reinforced if the exercises and materials are carefully prepared. A sample section may include the following.

EMPLOYMENT SERVICES

Address. Cross Street, Ypsilanti
Telephone 432-1563 Hours 9:00 - 5:00
Days Mon. Tues. Wed. Thurs. Fri.

Procedures register, get references

Cost none - all free

Services testing, counseling, job placement

Kinds of jobs:

Clerical workers	Domestic workers	Trade workers
office helpers	housekeeper	carpenter
typists	maid, cook	bricklayer

Read brochures printed and distributed by the Michigan Employment Security Commission. Discuss thoroughly. Later check comprehension with sentence completion and true and false questions.

(1) The Michigan Employment Agency costs $10 to visit. True False
(2) This agency is open for the public. True False
(3) There is a Michigan Security Employment Agency in Ypsilanti. True False
(4) The agency helps clerical workers, domestic workers and _____ workers find jobs.
(5) The counselors give people _____.
(6) The counselor will interview and _____ you.

The brochure "Looking for Work?", printed by the Michigan State Employment Service has 21 points to consider when seeking employment. Read the points together. Illustrate the points briefly on the board. Students may wish to copy the list and include in their own "Community Services" booklets.

Preparation for Work

Social Security card
Birth Certificate
References
Past work experience.
Education
Practice filling out application blanks.

Looking for Work

Register at the Employment Office.

Write application letters to local employers.

Read help-wanted columns.
Get to interview on time.
Apply for the job alone-don't have a friend go with you.

During the Interview

Be natural.
Be brief and businesslike.
Give your qualifications.
Tell why you want the work.
Be specific.
Don't mention personal family problems.
Expect to start at the bottom.
If you fail the first time, try again.

It is anticipated the preceding exercise will be a review from previous discussions and class lessons concerning employment. Nevertheless, pupils must learn about community services and the Michigan Employment Security Commission provides such services for the public.

During the field trip ask the counselor to briefly describe the aptitude tests generally administered and the purposes of the tests. Emphasize the tests are designed to tell what job you can best manage.

Underline words and phrases said by the teacher.

(1) employ, employment
(2) serve, services
(3) interview, interviewed
(4) prepare for work, look for work
(5) apply for work, appear at work
(6) get a Social Security card, local Social Security office
(7) register, registration
(8) secure, security
(9) test, testing

Say these words carefully. Next to each word write the number of parts (syllables) you hear. Divide the words into syllables.

em/ploy/ment 3
in/ter/view ____
re/gis/ter ____
a/gen/cy ____
pub/lic ____
oc/cu/pa/tion ____

Underline words which are different.

(1) work	work works worked work
(2) want	wanted want wanting want
(3) free	freed free free frees

Find smaller words found in each large word. Circle these and write on the blank line next to the large word.

interview in view
alone ________
neat ________
letter ________

On the blank lines, write two words found in each large word.

officeworker office worker
housekeeper ________ ________
salesman ________ ________

Teach about other community services in the same manner. Vary skill lessons to maintain interest. If possible, pupils should visit each agency. If this cannot be done, representatives from the community agencies should visit the class to serve as resource persons.

e. Know your government; Local Government.

Discuss the city governmental structure in Ypsilanti. Emphasize that every citizen shares the responsibilities and benefits of local government, its laws and services. Therefore the people make the government. Citizens elect individuals to serve and represent them in city government. Identify specific citizens who share the responsibilities of local government.

Mayor
City Manager
City Councilmen
City Clerks
City Attorney

Students may write simple descriptions of the functions of each city position. An example of a simplified description follows:

CITY MANAGER

The City Manager is Mr. ________.
He is appointed by the City Council.
He manages the everyday business of the city.
The City Manager is paid for his work.
He helps the City Council make decisions.

Take a field trip to the City Hall. Ask students to note the departments located in the City Hall. Discuss and list basic services provided by each.

Parks & Recreation

playgrounds
teen center
community center
city parks
senior citizen center
sports events
city beautification

Public Works

street maintenance (curbs, gutters, sidewalks)
building and safety inspection
engineering
city building maintenance
garbage disposal
snow removal
traffic lights
water treatment
sewage disposal

Health

home nursing
well baby clinic (immunizations & physical examinations)
hearing & vision tests

Fire Protection

fire inspection of buildings
emergency first aid
put out fires

Police Protection

enforce laws
protect lives of citizens
emergency first aid
control traffic
keep peace

Housing & Urban Renewal

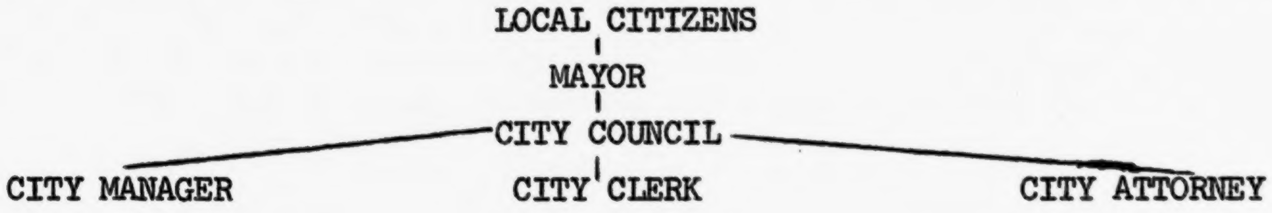
housing for low income families
inspect and buy old homes and build new ones
improve housing conditions

City Court

a lawyer is the judge for:
traffic cases
criminal cases
civil cases

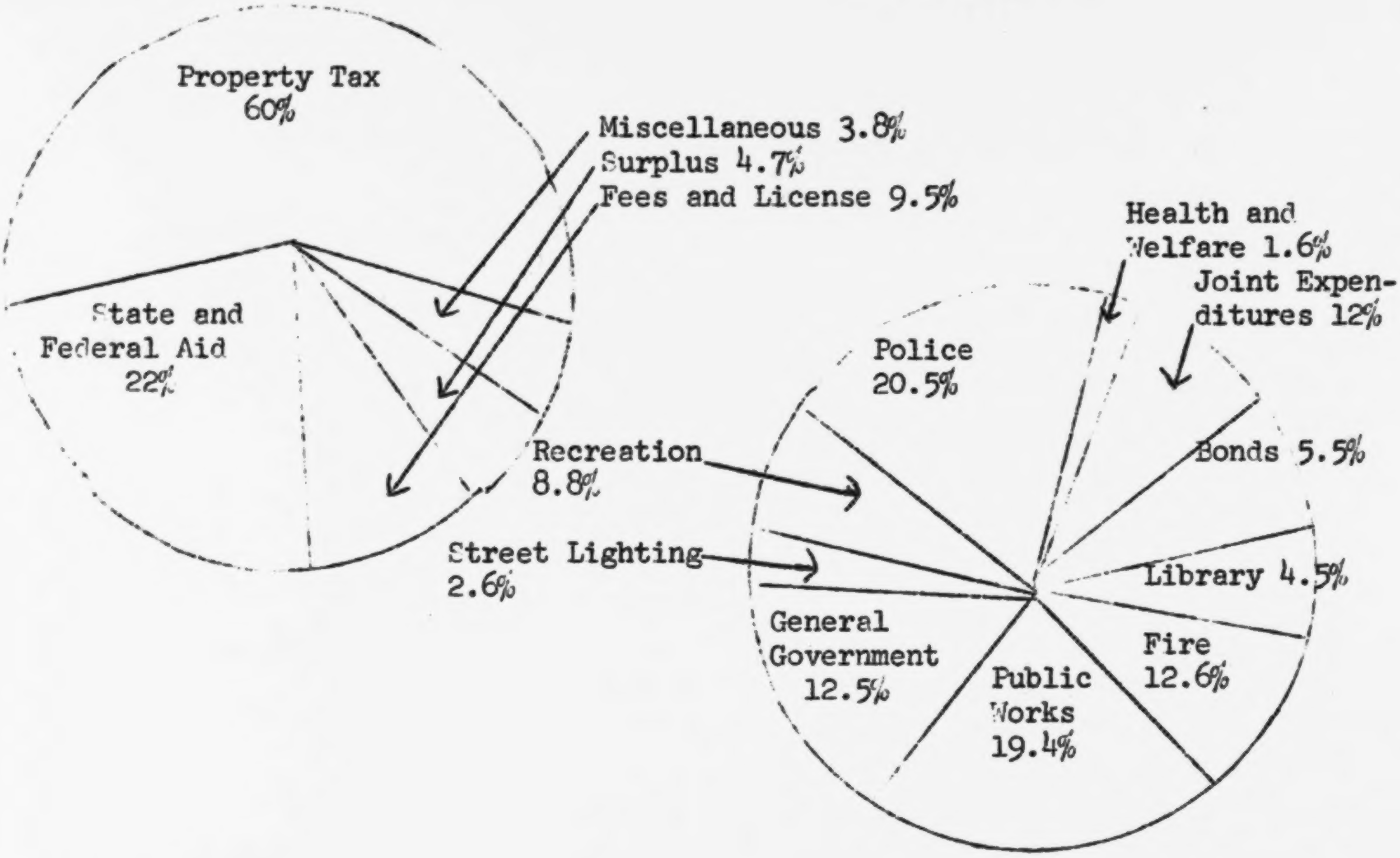
Obtain brochures from the Chamber of Commerce. The pictorial "City of Ypsilanti, Annual Report, 1967-78" booklet is easy to read. Included is an ample supply of pictures which helps to illustrate city services.

Ask pupils to interpret this chart which may be prepared by the teacher.



Question about money needed to support the city. How is the money raised for the various departments and the services they provide? Copy the annual city budget from the newspaper or obtain one from the Accounting Division of the City Clerk's office. Students should interpret the illustrations.

Money for Ypsilanti came from....   Money was spent for....



f. Know your State Government.

Look at a map of Michigan. Locate the state capital. If possible, arrange to visit the capitol building in Lansing. Point out specific features of the capital building: the blue dome inside, balconies, pictures displayed of former Michigan Governors, the Governor's office, meeting rooms for State representatives and Senators, and the museum in the basement. Visit a legislative session while in Lansing.

In very general terms discuss the organization of the state government. How are legislators chosen? When? Who are they?

GOVERNOR

STATE SENATORS   STATE REPRESENTATIVES

Explanations must be simple and clear. 'The representatives and senators are elected by the people in Michigan. They go to Lansing from all parts of the state. Their duty is to make the laws for the state. The Governor sees the laws are obeyed.'

Identify the state representative from Washtenaw County. If he is in Lansing during the field trip, make certain students meet him. The class should write the state representative a letter. Ask them to find his name and address which is printed daily in the Ypsilanti Press on the editorial page.

Identify services provided by the state for its citizens. Pupils check those which affect them directly.

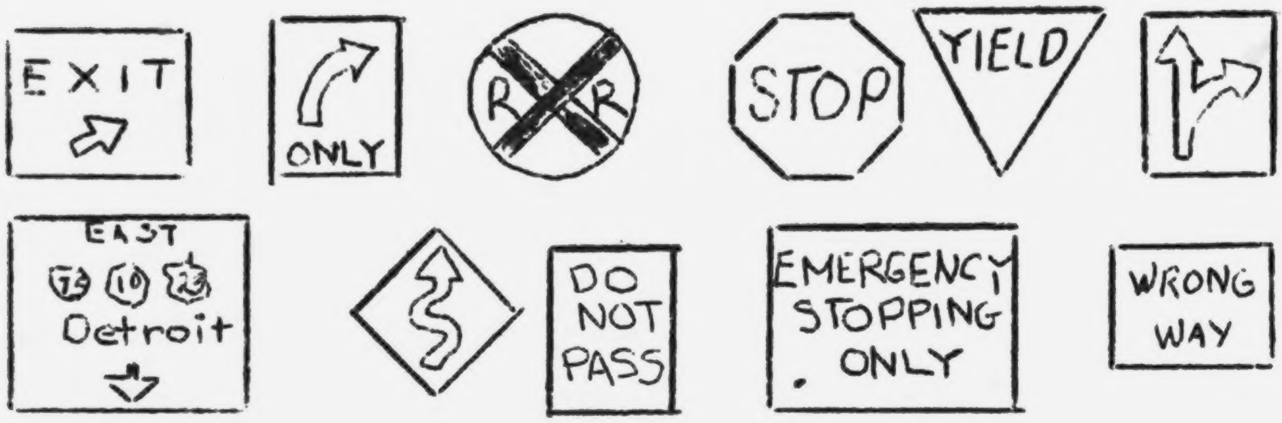
Free education ✓
State hospitals
State marriage and divorce laws ✓
State driving laws ✓
State employment services ✓

A field trip to Greenfield Village and Henry Ford Museum in Dearborn will help students understand how our country and state grew and developed. Point out pioneer efforts which contributed to developing our nation. How do these efforts directly benefit us today?

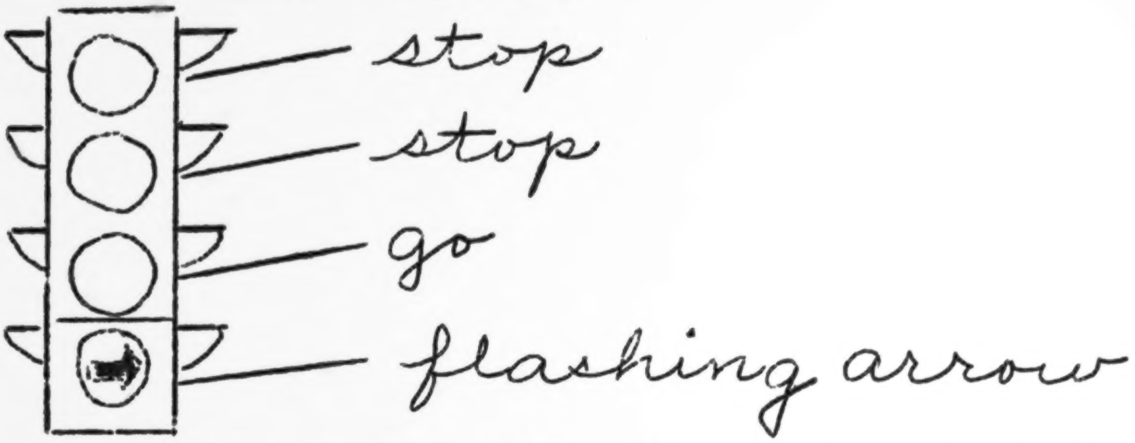
Discuss the responsibility a citizen has for obeying state and local laws. Driving regulations and rules which are established in Lansing for the entire state, must be strictly observed. It is not unusual to find a number of adult studentswho do not have drivers' licenses, although they have driven for years. Most have tried repeatedly to pass the written examination required by the state but have failed because they lack sufficient academic skills to read the test materials. Obtain a booklet, "What Every Driver Must Know," printed by the Secretary of State for the State of Michigan, from the local licensing bureau. Although the reading level may be too advanced, adapt the material to the students' level. Emphasize that a license to drive is a privilege, not a right. Safe driving cannot be overemphasized as a citizen's prime responsibility to himself, his family and the public.

Prepare pupils thoroughly for written, vision, road sign, oral and driving tests. Those who already have a driver's license will benefit from the skill exercises and a review of safe driving habits.

First learn to identify traffic signs by shapes and words.

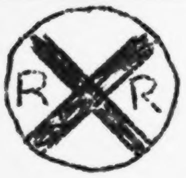


Sample questions which may be found on the written test appear *in the* back of the booklet. Select words from these pages for study. Labeling pictures will help with word recognition.



Provide test taking practice. At first questions must be very simple. As students become familiar with the terminology, questions may be phrased in more difficult terms. Sample questions at various levels are as follows.

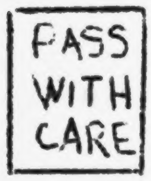
Beginning Level. Check 2.



means I must

☐ stop ☐ turn right

☒ railroad ☒ slow down

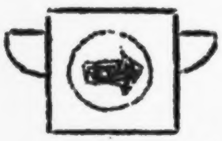


means I

☐ cannot pass ☐ must be careful

☐ can pass ☐ stop

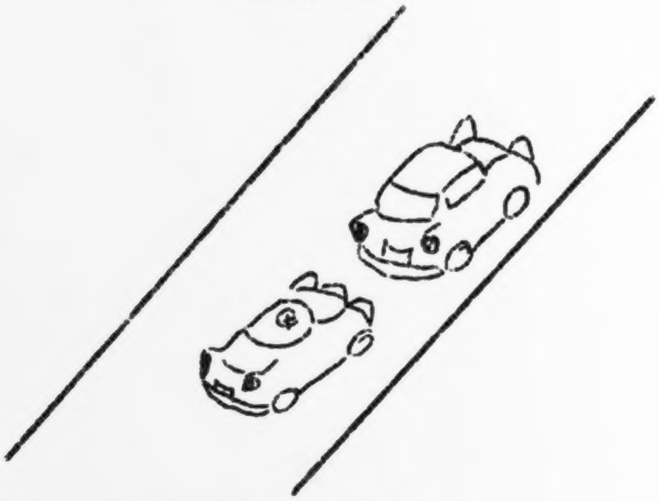
Intermediate Level. Check 2.



The flashing red arrow on a traffic light means I must

☐ stop ☐ yield right of way first

☐ drive through ☐ stop and wait for green light



When following another can

☐ keep a safe distance behind ☐ pass quickly

☐ follow closely ☐ keep at least one car length behind for every 10 MPH

Advanced level. Check 2.

A siren or flashing light on police, fire or ambulance means

☐ stop. ☐ turn right at next corner.

☐ pull to right. ☐ hurry so you won't get in the way.

g. Know your Federal Government.

What paper (document) provides for our government? Teach the concept that the Constitution was written to protect us. The Constitution makes sure no one gets complete power of the country. How does it provide for this? Illustrate the 3 branches of government.

Legislative Branch	Executive Branch	Judicial Branch
Congress makes laws. a. Senators b. Representatives	President sees laws are carried out.	Supreme Court explains laws and decides cases.

Unless students see the relationship between Federal, State and local government and how they are a part of each, the lessons will be meaningless. Ask pupils to think of similarities between the 3 governmental units. Write these in columns simply on the board.

National	State	Local
1. President to carry out laws.	1. Governor to carry out laws.	1. Mayor to carry out laws
2. Senators & Representatives to make laws about: federal taxes post office money social security	2. Senators & Representatives to make laws about: State taxes state roads & highways driving rules marriage & divorce laws	2. City Council to make laws about: city taxes city streets and parks city police & fire protection sanitation
3. Supreme Court explains national laws & decides cases for the country	3. State Courts try cases of persons who broke state laws and explain state laws	3. City Courts explain local laws and try cases of persons who broke local laws

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Help students understand their tax dollars are being spent for services which benefit them and make their lives safer and easier. Identify services provided for Americans by the Federal Government. Ask how each adult student helps to pay for these services.

1. Civil Service Employment (must take an examination for these jobs)
2. Education (the Federal government pays some part of education particularly for special classes like this one for adults)
3. The Army (protects us daily - recall recent civil events which required citizen protection from the National Guard - Detroit riots, summer, 1967)
4. Postal Services (sending and receiving mail daily)
5. Social Welfare Programs (Social Security, retirement, unemployment compensation)

Skill Exercises

Provide each student with a small outline map. Help them understand the relationship and location of their city with the state and country.

Students and the teacher write short paragraphs about governmental units. These may be written individually or as a group project. Emphasize spelling, simple sentence structure and neat, clear handwriting.

OUR GOVERNMENT

Washington, D.C. is the capital of our government. Laws for the country are made in Washington, D.C. Congress makes the laws. Citizens vote for the Senators and Representatives who make up Congress. I voted for Congressmen in November.

Lansing is the capital of our state. Laws for Michigan are made in Lansing. State Senators and Representatives make the laws. We vote for these people.

Ypsilanti has a government too. Laws for our city are made by the City Council. We vote for the City Council people.

Check understanding of the reading materials with true and false questions and sentence completion statements.

(1) The capital of our government is in ________________.
(2) The President lives in ________________.
(3) Laws for the __________ are made in Washington, D.C.
(4) Lansing is our state capital. Yes No
(5) Michigan has only state senators. Yes No
(6) Citizens vote for the Governor. Yes No
(7) Mr. Burton is the mayor of _________.(Lansing, Ypsilanti)
(8) The City Council is __________. (elected, appointed)
(9) Laws made in Ypsilanti are ________. (state laws, local laws)

Choose words from the reading lessons to study for spelling and vocabulary development. Select words which students would encounter regularly when reading or listening to the news.

Include the following words.

Congress
President
Vice President
Senator
Representative
Governor
democracy
citizens
court
political parties
Mayor
City Council
Democrats
Republicans
Lansing
Washington, D.C.
capital
laws
jury
national, state, local

Help students learn definitions of these words so they may incorporate them into their vocabulary. Look through the Ypsilanti Press. Ask students how the news is divided. Which news pertains only to Ypsilanti? This is called local news. Which is about the state of Michigan? This is state news. Which articles concern the entire country? This is national news. Ask the class to find two headlines or articles pertaining to local, state, and national affairs. Group these appropriately.

Local	State	National
"Council Approves New Housing Project"	"Romney Prepares to leave Michigan"	"Three Astronauts Honored by Congress"
"Board of Education Discussed Millage"	"State Department of Education Approves New Budget"	"Nixon Anxious for January 20"

Build words. Note similarities and differences.

law, laws, lawmakers
democracy, Democrats, democratic
capital, capitol
part, party, parties
senate, senator, senators

Underline words and sentences said by the teacher.

(1) democracy, democratic
(2) senate, senators
(3) The President is a Democrat. The President is a Republican.
(4) Our democracy is a government of the people. Our democracy is a government for the people.

Write in which government each belongs. National, State, Local

President national
Governon __________
Mayor __________
Vice President __________
State Senator __________
Ypsilanti policeman __________
City Councilman __________
City clerk __________

ENGLISH FOR THE FOREIGN-BORN

Introduction

This English curriculum section has been written to serve two purposes: (1) to provide the teacher with a basic understanding of the foreign-born adult student, and (2) to provide the teacher with suggestions and guidelines for subject matter content and teaching procedures. As with the basic education portion of the curriculum guide, this section also will be primarily concerned with the practical content of subject matter, the English language in this instance.

The English guide is divided into three levels, based upon skills and abilities: (1) a primary or beginning level, comprised of students who have had no previous knowledge of English, (2) an intermediate level for adults who have a basic understanding of English, and (3) an advanced level for those who converse in English but need additional instruction in the areas of vocabulary development, reading and writing English. As students complete a level of competency, they should be advanced to the next group level.

Subject matter and content outlined in the section must be adapted to meet adult students' needs and circumstances. The material presented here for one level leads sequentially into the next graded level. At each level, materials and skill exercises must be periodically reviewed.

Specific Objectives

Before reading the curriculum areas, it is important to understand the foreign-born adult student. Basically he wants to learn English. To teach him successfully a teacher must know who he is and why he needs to learn a second language. Once this is understood, the teaching of subject matter will be simpler and more meaningful to both the teacher and student.

Who are the foreign-born adult students?

1. Refugees who feel isolated, lonely, separated from familiar surroundings and family members.
2. Those with resident status who feel somewhat secure as permanent members of the American society.

3. Individuals experiencing conflicts. "Should I adapt to American standards and customs or should I retain the customs of my native country?"

4. Newcomers who are bewildered by noise, traffic, hurrying Americans, local, state and national laws, employment, housing and schools.

Why do these individuals want to learn English as a second language?

1. To acquire basic conversational skills in English, to read and write with proficiency, and to prepare for the citizenship examination.

2. To acquire basic English skills so they may obtain suitable employment commensurate with their education, training and experience in their native countries.

3. To acquire English skills to do further study in high school or college and to understand other subjects which are being taught in English.

4. To learn English simply because they reside in an English speaking community.

What objectives should a teacher have for the foreign-born student?.

1. Development of language skills which will enable the student to participate more freely in everyday activities in his community.

2. Development of a speaking vocabulary which will permit him to communicate easily and effectively.

3. Development of listening skills which will help him make continual progress with English by critically listening to the language of others and reproducing sounds and words to develop his own vocabulary.

4. Development of reading skills in English; reading for protection, information and pleasure.

Teaching Methods and Procedures

English, as a second language, must be taught systematically and in sequential order for vocabulary, pronunciation and grammatical progression. English is learned through the following steps, in this order:

(a) listening and comprehending
(b) reproducing and speaking
(c) reading
(d) writing

The approach to teaching English must be oral. Active participation from students is essential in each English lesson. Vocabulary is developed by identifying pictures, pointing at objects and explaining concepts simply. Grammar skills are acquired from teachers correcting faulty pronunciation and sentence structure. Reading exercises are not passive. They should serve as means of developing conversation skills and vocabulary.

It is advantageous to concentrate on the differences, rather than the similarities, between English and the students' native languages. Generally, they will recognize similarities of the two languages; if not, the teacher may briefly point these out to the class. Wise use of instructional time requires teaching what the learners don't know.

Present lessons at a normal conversation rate. Use speech patterns common to everyday English (contractions, tag endings). The earlier students become accustomed to hearing and learning common language patterns, the easier it will be for them to understand and communicate in the community. The teacher serves as a model for students to hear and imitate.

The teacher is the most important factor in the teaching process. Generally the students are motivated to learn English and have a since desire to improve their speech. The teacher must stimulate and maintain this interest, supplement textbooks, organize and prepare information and materials and create a friendly classroom atmosphere to teach certain aspects of English to promote language growth and communication. Merely following a textbook will not aid in the teaching-learning process. Active teaching and learning involves countless approaches and devices which supplement English textbooks.

Instructional Materials

1. Pictures

Build a picture file of objects, actions, scenes and people. Obtain these from newspapers, magazines, picture cards printed by the Milton Bradley Company, and Peabody Language Kits. Flash cards with pictures and words help develop vocabulary and serve as review materi

2. Filmstrips, Slides and Movies

Borrow these from the school's audio-visual department. Select those which introduce students to American holidays, customs, cultura aspects of the community, geography of the state and nation, and language skills (i.e. English Grammar Series: "Using Nouns Correctly".)

3. Objects

Students must develop a word-object association. Point to objects within the classroom for identification. Label tables, desks, chairs, the flag, etc. Collect small items for specific lessons (i.e. for a food lesson, display canned goods, fresh and frozen products, and boxed and packaged foods).

4. Tape Recorder, Language Master and Record Player

Teacher prepared tapes from the textbook reinforce concepts taught during class lessons. Students practice pronunciation by recording and evaluating their speech patterns. Occasionally commercially prepared tapes accompany textbook lessons to provide drill exercises, review and rhythm patterns.

5. Charts and Graphs

Concepts should be graphically or pictorially presented whenever possible. Generally simple charts made by the teacher are most useful.

Instructional Procedures

1. Begin with familiar known concepts. Teach an initial vocabulary of words which have significant meaning to the students. Include words related to school, the classroom, clothing and work.
2. Then present pictures and word cards to develop word-association.
3. Use common everyday speech. The oral approach is most important. Encourage as much oral speech from pupils as possible. "Good evening Mr. Calzado. How are you?" Each student should respond appropriately to simple questions and comments.
4. Group discussion should be a regular part of each class session, regardless of the class level. Discussions may be centered around news topics, new experiences and situations students encounter daily, job analysis, and community life.
5. Vary the oral activities to avoid monotonous repitition. (a) List to language records. Follow the recorded instructions as a group. (b) Record drill exercises. Play the recording to evaluate pronunciation skills. (c) Play classroom games to teach pronunciation and correct word responses.

6. Role playing may prepare the foreign-born for real situations they may encounter. Practice parent-teacher conferences, employment interviews, experiences which involve asking for specific items or assistance, phoning the police or fire departments, visiting a doctor.
7. Arrange for field trips to local stores, banks, employment agencies, community facilities and shopping centers.
8. Plan all class activities in view of the students' needs, interests and abilities.
9. Plan a regular coffee break so pupils may visit with one another informally. We are doing the students an injustice if we permit them to speak their native language during the coffee break. They attend school for only a few hours weekly and all need practice speaking English. If the atmosphere is relaxed, they will feel free to practice English conversation skills without fear of mistakes.

I. Beginning Level

A. Pronunciation and Vocabulary Development

It is essential students learn to clearly distinguish letter sounds and reproduce the sounds accurately. This teaching-learning process is slow but is so necessary it cannot be hurried or skipped over lightly. Vary lessons to maintain interest and continuous review. The teacher sets an example of clear articulation. All consonant, vowel and diphthong sounds must be taught. Ear training is as important as pronunciation. The teaching of letter sounds must be systematic and in the following order.

1. Listen. Pronounce the letter sound clearly while pupils listen.
2. Speak. Teach students how to reproduce the sound. "For 's' put your tongue at the top of your mouth, near the front. Make a hissing sound." Pupils practice until they can reproduce the sound clearly.
3. Read. Print the word on the board or present word cards. Teach word-object association.
4. Write. Remove the printed symbol. Students reproduce the word by printing or writing it.

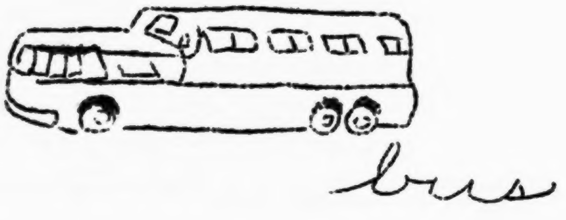
Ask for common words with initial, middle and final "s" sounds. Write these on the board. Practice pronunciation.

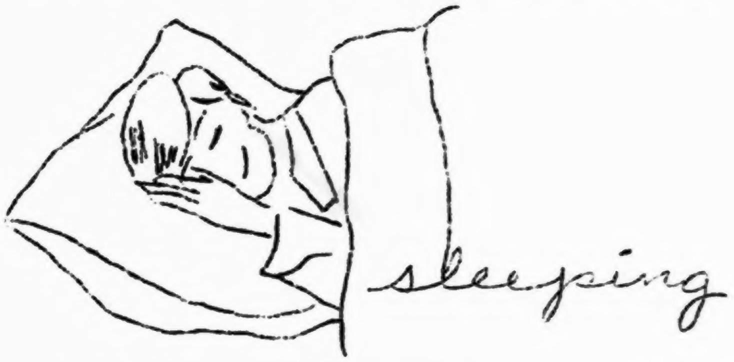
Initial	Middle	Final
see	listen	dress
smoke	sister	house
saw	lesson	looks
son	post	days

Pupils use words in simple oral sentences. The teacher must always correct faulty pronunciation.

I see George.
You smoke cigarettes.
I go to the post office often.
My house is in Ann Arbor.

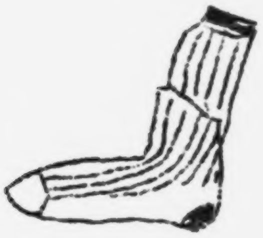
Present pictures which have "s" sounds. Ask for identification of each object or action.



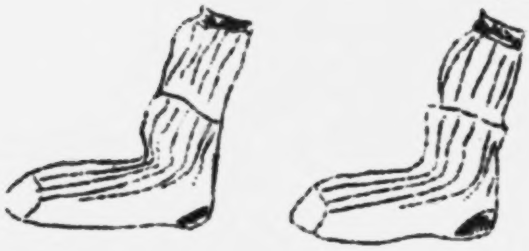


Teach that "s" is added to words to make them plural. Illustrate this concept with pictures.

One sock



More than one socks



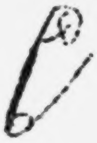
For ear training, compare pronunciation of words having similar sounds. This is a difficult exercise. It is hard for students to distinguish between English sounds, particularly if such sounds are not in their native languages.

see - the
sing - thing
sick - thick

Simple written exercises will help pupils learn the spelling of the new vocabulary words.

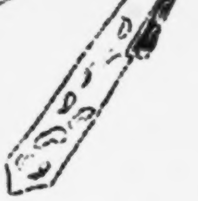
Underline the right word.
I have two English (book, books).
The (teacher, teachers) is Mrs. Smith.
He (stay, stays) at school for three hours.

What is this?



This is a pin.

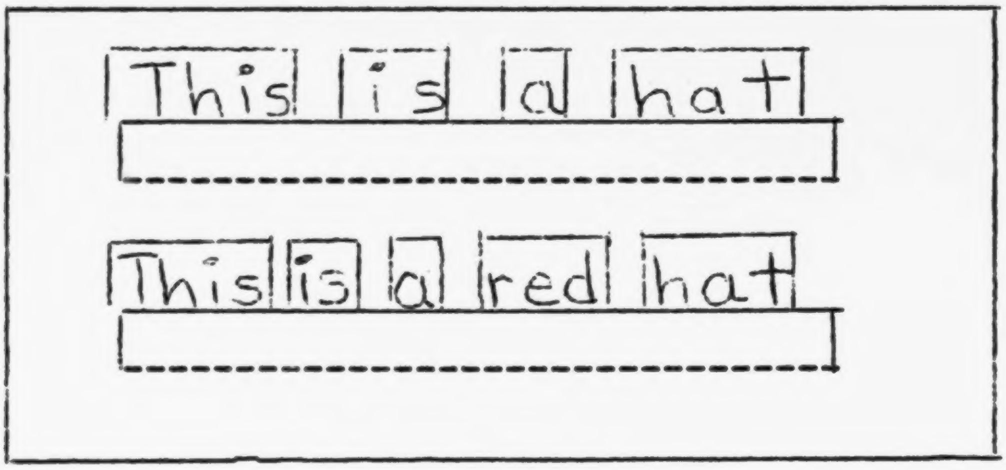
What is this?



This is a tie.

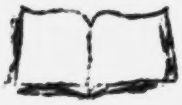
B. English Grammar

Teach basic sentence structure. A pocket chart can be used for building sentences with word cards.



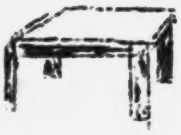
Once positive sentence patterns are understood, teach the concept of negatives and questions.

This is a book.



This is not a table.

Is this a table or
a book?



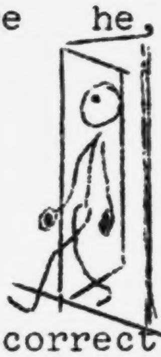
This is a table.
It is not a book.

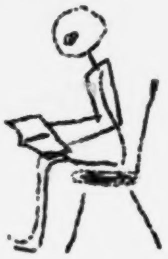
Teach basic verb patterns (to be, to have) in the three tenses. Whenever possible, illustrate the verbs.

	to be			to have	
	I am	we are		I have	we have
	you are	you are		you have	you have
he, she	it is	they are	he, she	it has	they have

I am a man.

She is a woman





I walk to school.

I sit down.

Make certain students use correct verb patterns during class discussions and everyday converstaions.

I read the newspaper.
I work at the hospital.
I walk to work.
I go to school.

Change simple verbs from present tense to the past and future.

Present: I am studying now.
Past: I studied yesterday.
Future: I will study tomorrow.

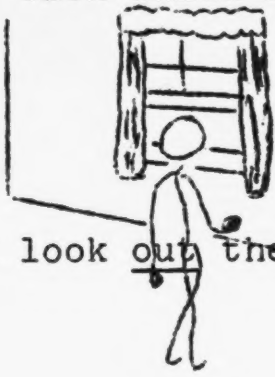
Position words must be taught. A variety of visual aids and demonstrations will help to illustrate prepositions: in, on, at, for, from, of, with, and by.

T.: "Where is the book?"
S.: "The book is on the table."
T.: "Where is the carpet?"
S.: "The carpet is on the floor."
T.: "Where do you live?"
S.: "I live in Ypsilanti."

Present pictures and ask questions of each which require using prepositions.

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13

Monday is before Tuesday.



I look out the window.

Classroom word games may stimulate interest as well as reinforce materials taught. Divide the class into two groups. Ask each team to supply opposites for words the teacher presents orally. Keep score. Reward the winners.

up (down)
short
in
easy
bad
stop
late
yes
day

Repeat with verb tenses. Say a verb in the present tense and the teams supply the past tense form. Other games may include seasons, days of the week, colors, numbers, sentence completion exercises, letters, sounds, correct pronunciation, identifying picture flash cards. An example of each follows:

Seasons: Winter is ___________.
Week Days: Wednesday comes before _________.
Colors: Present color cards for identification.
Numbers: Eleven comes after_________.
Present number flash cards for identification.
Sentence Completion: We have school on Tuesday and ______ nights.
Letter Sounds: The "r" has what sound?
The (hiss) sound is what letter?
Identifying Objects: Present flash card of actions and objects.

Subject matter at the beginning level must be practical. Most importantly, pupils at this level develop listening skills and acquire a basic speaking vocabulary to help them communicate on a very basic level. Reading and writing English may be excluded at this level, depending upon the students' abilities. Concentrate on developing listening and speaking skills.

Basic concepts and terms which should be taught at this level include:

Numbers: 1-50 and monetary terms (penny, nickle, dime, etc.)
Days of the Week
Months of the Year
Time (hours, half hours)
Simple courtesies: Please, thank you, you are welcome, I am fine, how are you, good morning, good evening
Immediate Environment: home, street address, city, telephone, family members, ages, relationships (son, mother, etc.), occupations, places of employment, parts of the house,(bedroom, kitchen, etc.), daily activities (eating, working, sleeping, cooking, shopping, dressing, playing, studying).

II. Intermediate Level

A. Pronunciation and Vocabulary Development

Consonant, vowel and dipthong sounds must be periodically reviewed. Students should use letter sounds as an aid in pronouncing and spelling unfamiliar words.

Rhythm and accent should be emphasized. Divide words into syllables and identify the accented or stressed syllable. Students should rely upon the dictionary for assistance with accenting syllable

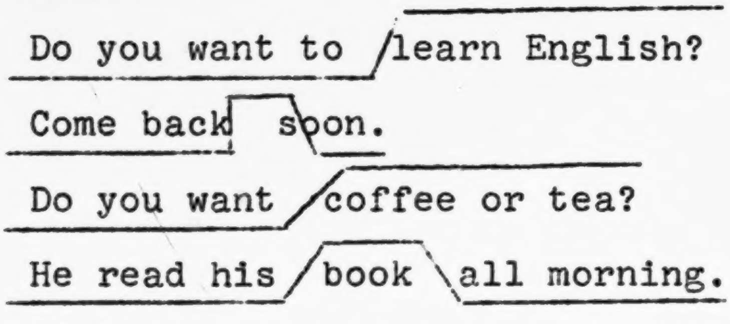
Speech rhythm patterns are developed gradually as learners become familiar with the language. Demonstrate how native English speakers talk in phrases, not individual words. Teach (1) accenting of common phrases, (2) phrasing as part of pronunciation exercises, (3) rhyming, especially for contracted word forms, and (4) the stressi of content words in English sentences.

Phrases	Rhyming
véry wet weather	I'm rhymes with time.
báckward and forward	She'll rhymes with feel.
good évening	

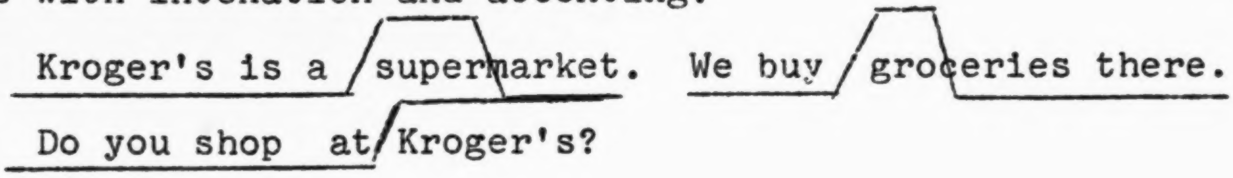
Stressing content words (words which tell the meaning of the sentence)

Whó is at the door? Take it óff. I'll go bút you must hurry.

Closely related to accenting and rhythm of words, phrases and sentences is intonation, the pitch pattern of words or groups of words. Teach only very basic intonation patterns, such as raising the pitch slightly at the end of a question and dropping at the end of a statement.


Do you want to learn English?
Come back soon.
Do you want coffee or tea?
He read his book all morning.

Short reading selections, newspaper articles, textbook paragraphs and teacher and student written paragraphs will provide practice with intonation and accenting.'


Kroger's is a supermarket. We buy groceries there.
Do you shop at Kroger's?

Stress intonation and accenting during group drill exercises.

I live in an apartment.

The apartment is expensive.

I pay one hundred twenty dollars a month.

I am working.	I'm working.
You are working.	You're working.
He is working.	He's working.
We are working.	We're working.
You are working.	You're working.
They are working.	They're working.

Review and expand upon vocabulary taught at the beginning level. Field trips, filmstrips, picture cards and charts will reinforce and develop vocabulary in these areas. For specific instructional units, see sections IV and V "Vocational Preparation" and "Community and Family Living" in this guide.

Vocabulary and expressions related to preparation for citizenship (refugee, resident, naturalized, test)
Income tax (due date, procedures, deductions)
Leisure time (recreation, movies, hobbies)
Employment (application blank, locating jobs, Social Security)
Family responsibilities (school, health, safety)
American holidays (Christmas, Thanksgiving, Memorial Day, July 4)
Reporting emergencies (fire, police, ambulance)
Services (banking, shopping, laundry, restaurants, beauty and barber shops, repairs)
Health (sick, ill, headache, flu, fever)
Weather (temperature, conditions)
Insurance (auto, fire, life)
Safety (driving habits, rules, license, caution)
Money (payments, loans, borrow, installment plans, interest rate)
Traveling (ticket, cost, signs, maps, directions, transfer)
Shopping (clothing sizes, comparisons, weights and measures)

B. English Grammar

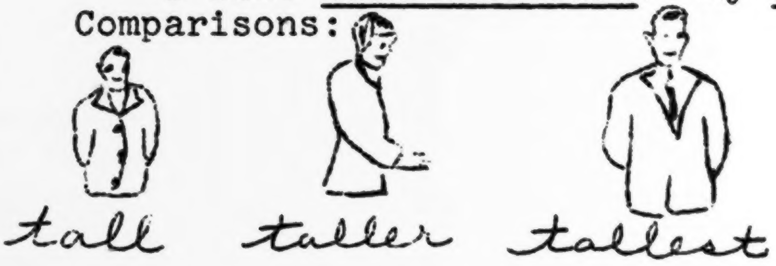
Basic word structures taught at the beginning level must be expanded upon at this level. Develop more complete fluent speech patterns and responses. Teach only basic rules of grammar. Drill and practice exercises better explain the rules. Teach concepts which are meaningful to the students; skills they can use in everyday situations. Teach expressions of time, place, frequency, countable and noncountable nouns, function words, requests and commands, noun and verb combinations, and comparisons, short tag endings, adjectives and adverbs.

Time: I work in the morning. I get up at 7 o'clock.

Place: I work at the hospital. I go to school in Ypsilanti.
Frequency: I always attend school. Work is usually hard.

Countable Nouns:	Noncountable Nouns:
many books	much snow
many students	much rain
many stores	much time

Function Words: I may not be here Friday. Must you talk?
Requests and Commands: Call the police. Let's not go.
Noun and Verb Combinations: Put on your boots. Turn off the lig
I like tuna casserole. My snow shovel is silver colored.
Comparisons:



John is tall.

George is taller.

Branko is tallest.

Tag Endings: I'm fine. Yes, it is, Neither do I.
Adjectives and Adverbs: Build sentences using adjectives and adverbs to describe nouns and verbs.
I opened a savings account.
I opened a regular savings account.
I opened a regular savings account at the Ypsilanti Bank.

C. Reading

At the intermediate level, foreign persons should learn to read for protection and information. The goal of reading at this level is comprehension. Reading serves as another method of providing students with oral language practice. Reading lessons at this level need not be confined to the textbook. The adult literacy newspaper "News for You" should be read regularly in class. Select articles which are of interest to the group. Introduce the story first. On the board list several new words from the story. Define them. Each student should have time to read part of the article aloud. Question them about the material. Encourage class discussion to grow from the reading assignment. An article about Viet Nam may require locating the country on the map, discussing the war to date, those involved in the war, and the like. When discussions lag, begin with another lesson.

Additional materials may include reading newspaper advertisements, classified columns, pamphlets and brochures from local agencies, driving booklets, menus, catalogues, dictionary practice, income tax forms, insurance pamphlets, and the telephone directory.

D. Writing

Writing and spelling skills are taught simultaneously with other English skill lessons. Prepare worksheets to supplement writing and comprehension exercises in the textbook. Exercises may include: fill in the blanks, sentence completion, underlining and circling words or parts of words, matching, adding prefixes and suffixes, writing sentences to answer questions from reading lessons, completing blank forms for employment, alien address reports, income tax, social security forms, loans, credit cards, charge accounts, and writing short letters in English.

III Advanced Level

A. Pronunciation and Vocabulary Development and Grammar

At this level, emphasis should be placed on contrasting words and phrases, speaking in sentences of increased length, and developing more exact, fluent rhythmic and intonation patterns. Students should develop greater ease and fluency of speech. It is essential the teacher correct faulty pronunciation continuously.

Practical conversations and dialogues in English must be stressed. Employ role playing techniques to provide conversation practice in specific areas of banking, shopping, parent-teacher conferences, group meetings and employment. Strive for fluency and expanded meaningful content. Begin at a simple level. Practice common courtesies and everyday conversations.

Teacher: "Is that a new coat, George?"
Student: "Yes. I bought it yesterday at Hudson's. I found it on sale. It is an all-weather coat. The zip-in lining can be taken out during warm weather."

Review grammar structure taught at previous levels and expand the concepts already learned: adjectives and adverbs, possessives, prepositional phrases, verbs and verb phrases, idiomatic expressions, substitutions, opposites, negatives, pronouns, direct and indirect objects, articles, comparisons, and corresponding verb and noun forms.

Adjectives and Adverbs: He went by bus. Get the advancement through hard work. a soft apple, drive carefully

Possessives: the man's coat, the city's governing body, mine, yours, his, hers, whose, its

Prepositional Phrases: until next Tuesday
during the storm

Verbs and Verb Phrases: listen - listened put - put
write - wrote come - came
George likes fishing. I would like to study English.

Idiomatic Expressions: Turn off the light. Call him up.
Little by little, at last, all right

Substitutions: I think so (I'm sure of it, I believe so)
someone, no one, everyone, all, nobody

Opposites: absent, difficult, push, cheap, few, bitter

Negatives: no, not, never, none, nowhere

Pronouns: I, you, he, she, it, me, him, her, we, they, us, them

Direct and Indirect Objects: Give the book to me.
Give me the book.

Articles: a good lesson, an apple, the blue dress

Comparisons: good, better, best, young, younger, youngest, difficult, more difficult, most difficult
He arrived early. He arrived earlier than you. He was the earliest to arrive.

Corresponding Verb and Noun Forms: to appear - appearance
to describe - description

Contrast word pairs and phrases periodically to develop ear training and provide pronunciation drill.

have - half	half and half, have a half
save - safe	to save time, a safe time
free - three	free time, three times
fought - thought	fought you, thought you

Lessons which require identifying errors and making corrections may help students recognize their own common mistakes. Select examples of mistakes commonly made by the group.

Substitute no for not.	John is no here.
Exclude verbs.	The school big.
Adverbs between verb and direct object.	I saw yesterday your son.
Incorrect use of "to have" verb.	I have hurgry.
Separation of verbs.	You get early in the morning up.
Articles not required.	You see the Dr. Smith.
Exclude articles.	She is teacher.
Exclude "s" for plurals and present verbs.	Three boy are here. The child play.
Adjective after noun.	The house brown.
Incorrect verb tense.	I leave Cuba three years ago.

Vocabulary will be developed through reading lessons, field trips, films, records, and group conversations. It is not necessary nor meaningful to categorize all terms and teach in accordance with specific subject units. (i.e. terminology related to fire taught during a fire prevention unit of study only). Most terms cannot be categorized. The textbook presents vocabulary words at various levels to accompany specific grammar and reading lessons. Teachers supplement these vocabulary lessons with group discussions, class visitations and curricular activities. Words rarely exist in isolation, so pupils must discover how the words they're learning can be used in daily conversations.

B. Reading

A student who has only oral instruction in English learns several hundred words within the first six months. One who has reading instruction in English plus oral drill practice may double his English vocabulary (usually passive vacabulary however). Learning to read at this level is primarily for information. Reading is generally simpler than speaking, as it requires only recognition of printed word forms, whereas speaking requires extensive drill practice, sound production and active word recall and reproduction.

For the most part, classroom reading instruction should be confined to an oral system. The primary goals for the foreign-born are speaking and understanding English. Reading is a skill which develops these goals. Outside reading should be assigned to students who are ready for it. Under the oral reading approach in class, check for comprehension, understanding and pronunciation continuously.

Students at this level are usually preparing for the citizenship test. Reading texts, such as Becoming a Citizen Series, Books 1, 2, and 3, printed by the Immigration and Naturalization Service, U.S. Government Printing Office, will probably be the most practical reading materials.[1] Basic facts about U.S. history and government, how an alien obtains U.S. citizenship, and how a newcomer learns about life in an American community are presented clearly and simply in these texts. While learning basic information, the student also acquires reading skills and word understandings.

C. Writing

Writing should reinforce listening, speaking and reading skills which have been taught, as well as grammatical structure. Checking exercises for errors should be done regularly.

The Federal Citizenship textbook series includes writing and comprehension exercises along with each reading lesson. English grammar textbooks for the foreign-born combine writing skill exercises with all grammar lessons. Teacher prepared worksheets give additional writing and spelling practice in correct responses and creativity. Writing exercises should include matching, answering specific questions with one words, completing a related series of sentences, taking simple dictation, labeling pictures, and composing sentences, short paragraphs and letters. Very little class time should be devoted to writing. Too often class time is the only opportunity for the student to listen to and speak English. Generally they converse in their native language at home and at work. In view of this, class activitie must be solely oral. Brief writing exercises may be completed in class or assigned for homework.

For variation when checking reading comprehension, ask pupils to identify errors and write corrections in the blanks provided.

The U.S. capital is Detroit. __________

Mr. Humphrey is the President. __________

A person must live in the U.S. for seven years for citizenship. __________

The American flag is red, white, and green. __________

The Constitution was written in 1893. __________

FOREIGN PUPIL EVALUATION CHECKLIST

Name____Date______________

School____Teacher___________

Classification: Refugee________Resident________Citizen____________

Studying for citizenship: Yes_____No_____Primary Language_________

Vocabulary Difficulties:

1. Reproducing letter sounds: b____ch____d____f____h____j____r____
   s____sh____t____th____v____w____z____.
2. Use of not________.
3. Negatives_______.
4. Endings omitted_______.
5. Beginnings omitted_______.
6. Sounds added_______.
7. Sounds omitted_______.
8. Words omitted: articles_______pronouns_______verbs_______

Skills and Abilities:

1. Recognizes letters of English alphabet. Yes____No____
2. Reproduces letter sounds accurately. Yes____No____
3. Hears likenesses and differences in sounds of letters and words. Yes____No____
4. Recognizes vowels and consonants in words. Yes____No____
5. Knows differences between long and short vowel sounds. Yes____No____
6. Recognizes:
   - consonant blends Yes____No____
   - compound words Yes____No____
   - rhyming words Yes____No____
7. Uses word attack skills to identify new words:
   - prefixes and suffixes Yes____No____
   - phonetic approach Yes____No____
   - context clues Yes____No____

Reading:

1. Is developing a good sight vocabulary. Yes____No____
2. Can identify common protective signs. Yes____No____
3. Reads with some degree of comprehension. Yes____No____

4. Reads to answer questions. Yes____No____
5. Can locate information in a dictionary, telephone directory, newspaper. Yes____No____

English Grammar:

1. Understands and uses basic English sentence word order. Yes____No____
2. Uses verb tenses correctly. Yes____No____
3. Plurals are used correctly. Yes____No____

Oral Language Skills:

1. Speaks in complete sentences. Yes____No____
2. Makes negative statements. Yes____No____
3. Asks questions clearly. Yes____No____
4. Uses prepositions of time and location. Yes____No____
5. Can express himself clearly enough to:
    - report an emergency Yes____No____
    - locate employment, housing Yes____No____
    - express feelings, needs Yes____No____
6. Makes an effort to increase oral vocabulary and uses new words with some skill. Yes____No____
7. Conversational speech includes:
    - contractions Yes____No____
    - tag endings Yes____No____
    - common expressions and idioms Yes____No____

Writing and Spelling:

1. Cursive writing is clear and legible. Yes____No____
2. Uses punctuation and capitalization. Yes____No____
3. Spells Dolch Basic Sight words. Yes____No____
4. Develops sentences independently. Yes____No____
5. Uses writing (in English) for practical daily needs. Yes____No____

VOCABULARY WORD LISTS

A. Community Life

1. Banking Terms

account
balance
bank book
bookkeeper
borrow
cashier
check
deposit
endorse
interest
loans
rate
safety
savings
security
teller
withdraw

2. Business Terms

account
bills
boss
buy
change
charge
control
credit
consumer
corporation
cost
earnings
economical
employer
employees
employment
expenses
foreman
gain
gross
income
insurance
invoice
lease
liability
(continued next column)

management
net
overhead
overseer
partner
payment
payroll
price
production
prompt
receipt
rent
savings
sell
social security
statement
supervisor

3. Civic Organizations

associations
brotherhood
city
civic
club
community
democracy
dues
friendship
good will
group
improvement
member
membership
officer
organize
parent-teacher
responsibility
share ideas

4. Driving

Barricade
Bus Stop
Caution
(continued next column)

Center Lane
Children Crossing
Courtesy
Curve
Danger
Dead End Street
Detour
Divided Ahead
Do Not Enter
Do Not Pass
Drive Slowly
Emergency Stopping Only
Exit
Expressway
Highway
Intersection
Keep Off Median
Left Lane
Left Turn Only
Merging Traffic
Motor Vehicles Only
Narrow Bridge
No Parking
No Passing
No U Turn
One Lane Bridge
One Lane Traffic
One Way
Pavement Narrows
Pedestrian Crossing
Police Station
Railroad Crossing
Right of Way
Right Turn Only
School Zone
Slow Down
Soft Shoulder
Speed Limit
Stop
Stop Ahead
Traffic
Traffic Signal Ahead
Two Lanes
Vehicle
Yield
Yield Right of Way

5. Government

- attorney
- capital
- city
- citizen
- clerk
- community
- Congress
- council
- court
- democratic
- democracy
- executive
- governor
- judicial
- laws
- legislature
- local
- manager
- mayor
- national
- party
- patriotism
- president
- representatives
- republic
- senators
- state
- vice-president

6. Holidays

- New Year's Day
- Lincoln's Birthday
- Valentine's Day
- Washington's Birthday
- Good Friday
- Easter
- Memorial Day
- Independence Day
- Labor Day
- Halloween
- Veteran's Day
- Thanksgiving
- Christmas

7. Insurance

- accident
- beneficiary
- covered by
- disability payments

(continued next column)

- endowment
- health
- hospitalization
- life
- Medicare
- policy
- public assistance
- retirement
- social security
- survivor's insurance
- term
- unemployment insurance

8. Postal Terms

- air mail
- delivery
- envelope
- first class
- fragile
- insured
- mail
- parcel post
- post card
- post master
- postal savings
- rate
- regular
- special
- stamps

9. Law Enforcement

- court
- deputy
- driver's license
- expiration
- jury
- justice
- laws
- offense
- officer
- ordinance
- patrol
- police
- renewal
- sheriff
- traffic
- violation

10. Taxes

- assessment
- city
- deductions
- dependents
- equalized
- excise
- hidden
- income
- personal
- property
- state
- support
- valuation

11. Voting

- age
- ballot
- candidate
- city
- citizen
- duty
- election
- fact
- issue
- machine
- party
- poll
- precinct
- privilege
- property
- register
- representative
- resident
- qualify

B. Employment

advantage
advancement
advice
agency
agent
appearance
application
automation
bargain
benefits
blank
business
character
closed shop
company
compensation
complaint
conditions
contracts
counseling
craft
creed
criticism
disabled
discrimination
dues
earnings
education
efficient
equal
executive
experience
fair
federation
firm
form
fringe benefits
full-time
future
grievance
health
hospitalization
income
injury
insurance
interview
job
join
labor
laborer
labor-saving device
manually operated
maximum
medical
medical benefits
military
minimum
nationality
neatness
occupation
organization
over-time
part-time
preparation
picket
policy
professional
protection
punctual
qualifications
race
references
religion
respect
responsible
retire
retraining
safety
salary
self-operated
sick pay
signature
skilled
status
strike
teamwork
technical
time-and-a-half
time-saving
trade
training
unfair
union
upgrading
unskilled
vacation
vocation
wages
workmen's compensation
worker

C. Family Life

1. Family

aunt
boy
child
children
cousin
father
girl
husband
inlaws
marriage
mother
nephew
niece
sister
spouse
uncle
wife

2. Fabrics

broadcloth
cotton
dacron
flannel
gingham
nylon
organdy
orlon
percale
rayon
searsucker
silk
wool

3. Food

Beverages:

alcohol
chocolate
cocoa
coffee
milk
soft drinks
tea

Breads and Baked Goods:

biscuits
cake
crackers
doughnuts

- muffins
- pancakes
- pizza
- pretzels
- rolls
- waffles
- wheat
- white

Cereals & Grains:

- barley
- buckwheat
- corn
- flour
- oats
- rice
- rye
- wheat

Dairy:

- butter
- cheese
  - American
  - blue
  - cheddar
  - cottage
  - Swiss
- cream
- ice cream
- margarine
- milk
  - buttermilk
  - condensed
  - evaporated
  - non-fat
  - skim
- oleo

Fruits:

- apples
- apricots
- bananas
- blueberries
- cantelope
- cherries
- cranberries
- dates
- figs
- grapefruit
- grapes
- lemons
- oranges
- peaches
- pears
- pineapple
- plums
- prunes
- raisins
- rhubarb
- strawberries
- tangerines

Meats:

- bacon
- beef
- bologna
- broilers
- chicken
- chops
- chitterlings
- clams
- corned beef
- crab
- dried beef
- duck
- fish
- fowl
- frankfurters
- fryers
- giblets
- goose
- haddock
- ham
- hamburgers
- heart
- hens
- lamb
- liver
- mackerel
- mutton
- ocean perch
- oysters
- perch
- pork
- poultry
- salmon
- sardines
- shrimp
- sausage
- steak
- tongue
- tuna
- turkey
- veal

Vegetables:

- asparagus
- beans
  - green
  - lima
  - wax
  - yellow
- beets
- broccoli
- cabbage
- carrots
- cauliflower
- celery
- collard greens
- corn
- cucumbers
- lettuce
- mushrooms
- okra
- onions
- peas
- peppers
- potatoes
  - baked
  - boiled
  - chips
  - fried
  - hash brown
  - mashed
- sauerkraut
- spinach
- squash
- sweetpotatoes
- tomatoes
- turnips

4. Cleaning Supplies

- ammonia
- bleach
- borax
- cleanser
- detergent
- floor wax
- liquid
- polish
- powder
- scouring powder
- soap
- steel wool
- wax

5. Clothing

- blouse
- boots

brassiere
cap
coat
dress
garment
girdle
hat
hose
jacket
jumper
nightgown
pajamas
pants
scarf
shift
shirt
shoes
shorts
skirt
slacks
slip
slippers
socks
stockings
sweater
tie
T-shirt
trousers

6. Health

cavities
cleanliness
dental care
diet
digestion
drowning
examination
fainting
first aid
hearing
immunizations
injections
medical assistance
medicines
nutrition
respiration
skeleton
vision

7. Hospital Terms

cafeteria
corridors
doctor
elevator
emergency
floors
intern
laboratory
nurse
nurse's aid
orderly
patient
practical nurse
rooms
  private
  semi-private
  ward
technician
X-ray

8. Home

asphalt tile
basement
bathroom
beams
bedroom
carpet
cupboard
dining room
driveway
dryer
dry wall
family room
flowers
furnace
grass
house
kitchen
lawn
linoleum
living room
paint
plaster
power
range
refrigerator
rugs
shrubbery
sidewalk
sink
tile
trees
upstairs
utility room
walls
wall paper
washer
windows

9. Mental Health

anger
behavior
belief
belong
class
death
dignity
discipline
divorce
emotion
fear
guardian
guidance
habit
hate
happy
honest
ideal
ideas
image
improve
independent
inner
laugh
life
love
marriage
permission
personal
principles
purpose
recreation
respect
responsible
rights
security
self-respect
separate
standards
status
talk
thoughtful
together
uphold
vacation
values
volunteer
welfare

window
willing
wise
worry

10. School

adult education
business subjects
community education
day and evening classes
discussion groups
family education
free courses
health education
high school diploma
library
lifelong ambition
private school
public school
refresher courses
vocational classes
youth and adult classes

11. Utilities

electric
gas
lights
oil
power
telephone
water

12. Safety

accident
ambulance
appliances
electric
emergency
extinguisher
fire
flammable
poison
police
precaution
prevention
repairs
stairways
wiring

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